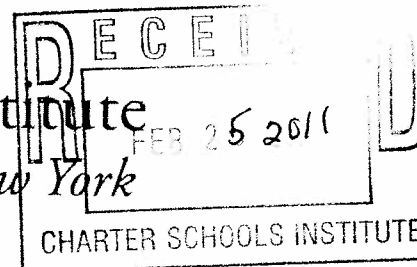




Charter Schools Institute

The State University of New York



Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	188
Year 2	K-2	249
Year 3	K-3	401
Year 4	K-4	574
Year 5	K-5	689

Desired School Opening Date

Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City

State

Zip Code

E-Mail Address

Home Phone #

Cell Phone #

Office Phone #

Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Digitally signed by Eva Moskowitz
DN: cn=Eva Moskowitz, o=Success Charter Network, email=Eva.Moskowitz@successcharters.org, c=US
Date: 2011.02.25 11:57:31 -0500

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By:

Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Brooklyn Success Academy Charter School 4

2. Charter School Location

New York City, Community School District 13 or 14

3. Anticipated Opening Date

August 2012

4. Management Organization Name (if applicable)

Success Charter Network, Inc

5. Other Partner Organization(s) (if applicable)

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-1	188
Year 5	2017-2018	K-5	689

7. Applicant(s)

	Name	Bio
X	Eva Moskowitz	Ms. Moskowitz, a resident of Harlem and mother of three public school children, is a former City Council Member who successfully managed the startup and operation of seven other charter schools.

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X		A list of proposed Trustees will be sent under separate cover.

Add New Trustee

9. Overview of the Proposed Program

The mission of the proposed charter school is to provide children in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards and the resources to lead and succeed in school, college, and a competitive global economy. To do this, the school will operate on both an

extended school year and extended school day. The first day of the 2012-2013 school year will be on or around August 17, 2011 and the last day will be on or around June 20, 2012; subsequent years will follow a similar ten-month calendar. Breakfast will be served from 7:15am to 7:45am and instruction will start promptly at 7:45am. The school day will conclude at 4:00pm for Kindergarten, 4:30pm for first through fourth graders and 5:30pm for fifth graders.

The proposed curriculum follows Success Charter Network's (SCN) successful program that embraces whole-child education. Because of the extended school year and school day, the school model is able to offer a variety of subjects including SCN's developed THINK Literacy, TERC Investigation math, SCN's discovery based Science program, project based social studies and geography program, fine arts, chess, sports, and a variety of other programs including music, yoga, ballroom dancing, and theater.

In addition to a rich academic curriculum, the proposed charter intends to teach a set of core values to its scholars. These include ACTION: Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts. The goal is to ensure the graduates are not only intellectual scholars, but also good citizens.

Every eight weeks students will be formally assessed using the Fountas and Pinnell reading assessment. The results are immediately reviewed and teachers create action plans for all scholars. Using a modified Response to Intervention (RTI) system, students' learning needs are assessed and students are placed into or graduated out of Tier I (in-class differentiation), Tier II (pullout and push-ins with a Special Education teacher), or Tier III (special education services). Strategies and specific goals are set for each of the eight weeks in the upcoming cycle.

SCN views its teachers and school leaders as Olympic athletes who must constantly train and improve their skills. Professional development is an essential ingredient of this charter and is a key professional responsibility of our teachers. Each year, teachers will receive approximately 400 hours of quality professional development. This starts with an intensive 4 week program before school starts and continues every Wednesday for 3 hours throughout the school year and 8 professional development days. In addition, teachers are given a wealth of opportunities to observe of excellent teachers at other schools (both inside and outside of SCN), visit other high-performing schools, and attend workshops designed to master effective teaching techniques. Teachers and school leaders are also sent to outside conferences, such as the Teachers' College Conferences, the National Council of Math Conference, National Science Teacher Association Conference, the DMI Math Conference, and the Understanding by Design Conference.

The school will have a principal focused solely on teaching and learning and Business Manager focused on the operational and financial aspects of the school. A Student Achievement Coordinator will assist the principal in special education and test administration. An Operations Manager will focus on facilities and supply management and a Community Relations Coordinator will focus on parent involvement and communication. In subsequent years, the school leadership team will expand to include an Assistant Principal, a Dean of Students, and a Testing Coordinator.

The proposed location is Community School District 13 or 14. There are various schools that have space available in both of these Community School Districts and they have been identified by the New York City Department of Education as district in need of additional choices.

1. Applicants and Founding Group

(a) Applicant Information

Provide a brief description of the applicant(s) -- relevant background and experience, including whether they are a parent, teacher, administrator and/or community resident.

Eva Moskowitz

New York, NY 10027

Media Contact: Jenny Sedlis

Ms. Moskowitz, a native and current resident of Harlem and mother of three public school children, is a former New York City Council Member and Chair of the Council's Education Committee. During her tenure as Chair, she held more than 100 oversight hearings. No aspect of education – from toilet paper to teacher quality – was too insignificant or too controversial to be explored. She remains a forceful advocate for education. She returned to her roots in teaching to implement everything she learned while visiting many of the New York City's 1,600 zone and public charter schools. After completing her Ph.D. in American History at Johns Hopkins University, Ms. Moskowitz was a history professor and taught civics at Prep for Prep, a program for gifted minority students. Ms. Moskowitz is the Founder and Chief Executive Officer of Success Charter Network. Ms. Moskowitz currently runs 7 schools and oversees more than 350 employees. Ms. Moskowitz currently runs the number one charter school in New York City, Harlem Success Academy 1. More information on the Success Charter Network and its relation to the schools can be found in Attachment 6.

Ms. Moskowitz is at least 18 years of age. Please see her attached resume on the following pages.

(b) Founding Group Members

Use the following table to list the active members of the founding group (including the applicants) who developed this proposal. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if it is approved, e.g., school leader, teacher, board member, service provider, etc.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (If any)
Eva Moskowitz	Chief Executive Officer, Success Charter Network	Chief Executive Officer of Charter Management Organization; support start-up and operation of proposed school
Keri Hoyt	Chief Operating Officer, Success Charter Network	Chief Operating Officer of Charter Management Organization; support start-up and operation of proposed school; facilitate negotiations with NYC DOE
Jenny Sedlis	Director of External Affairs, Success Charter Network	Manage public outreach and student recruitment, manage marketing operations, oversee board recruitment and manage donor cultivation
Kristina Exline	Director of Operations and Student Affairs, Success Charter Network	Oversee start-up from a non-instructional standpoint; oversee facilities renovation and preparation; assist in hiring of non-instructional leadership.
Paul Fucaloro	Director of Instruction, Success Charter Network	Provide instructional start-up support and assist in training and development of school leaders.
Donna Rossi	Director of Human Resources, Success Charter Network	Manage new teacher and leader recruitment and other human resources functions
Laura Kanter	Director of Instructional Development, Success Charter Network	Manage curriculum development and services for students with disabilities
Arin Lavinia	Director of Literacy, Success Charter Network	Oversee rigorous literacy program and develop reading initiatives

(c) In addition, please attach a resume or biographical statement for each member of the founding group.

Eva Moskowitz (Chief Executive Officer) As founder and the Chief Executive Officer, Ms. Moskowitz is responsible for overseeing all activities and functions of Success Charter Network. As the former Education Chair of the New York City Council, Ms. Moskowitz was hailed by the New York Times as the Council’s “unapologetically demanding voice.” She insisted on two things from the city’s education bureaucracy: accountability and competence. In her widely publicized education hearings, Ms. Moskowitz would ask what the city was doing to measure and improve teacher quality. During her tenure as Education Chair, she visited over 400 schools and examined all elements of school operations from financial reports to operational processes. Ms. Moskowitz has examined schools, school networks, and educational service providers both good and bad to craft the SCN school model. She demands that everyone on her staff raise the bar for competence and continue to think of new, innovative, and more efficient ways of handling school operations and instruction so that SCN can bring about real educational equity and achievement for its students.

Keri Hoyt (Chief Operating Officer) Ms. Hoyt started with the Princeton Review in 1991. In quick succession she ran Marketing for the Palo Alto office, ran the Graduate Services department for the Boston office, and then took over the Boston office itself. With Ms. Hoyt at the helm, the Boston office doubled in revenue and received the best office award 5 years in a row. While growing her team and her revenue line, Ms. Hoyt established a company-wide reputation as an innovative thinker, motivational manager, and emerging leader. It was this reputation and her stellar results that attracted the attention of the Princeton Review corporate office in New York City. In 2001, Keri moved to New York where her input was eagerly sought in many of the company's initiatives including Content, Higher Education Services, Admissions Services, Supplemental Education Services, Test Prep, and Institutional products and sales. In 2004, the company sent Ms. Hoyt to Wharton's Executive MBA program where she excelled. As a freshly minted MBA, Ms. Hoyt took on increasingly larger responsibilities within the company naming her one of its most senior executives. It has always been the impact she and the company's services had on students that motivated Ms. Hoyt. She is eagerly applying her hard earned knowledge and experience to Success Charter Network as she drives the organization's business operations, including conceptualizing strategy, implementing operating plans and budgets, and achieving targets through oversight and leadership of the Finance, Human Resources, External Affairs, Operations, Instructional Development and Data and Accountability departments.

Paul Fucaloro (Director of Instruction) Mr. Fucaloro has an M.B.A. in Statistical Marketing Research and over 38 years of education experience working as a classroom teacher, math specialist, literacy coach, and teacher trainer with the New York City Department of Education. He is a trained statistician, an adjunct/associate professor at Long Island University, and an expert in SCN's literacy and math curricula. He has also worked for the Princeton Review preparing students to excel at high stakes standardized tests. Mr. Fucaloro has been with SCN since its founding as the Director of Instruction. He is responsible for ensuring that school principals are consistently working to improve their leadership skills and their schools. Mr. Fucaloro spends a significant portion of his time working directly with SCN principals coaching them on how to effectively observe and provide feedback to teachers. He also works directly with teachers at SCN schools to ensure they constantly and consistently provide the highest level of instruction possible. He regularly observes teachers in order to provide coaching, feedback, and support that will help teachers to constantly improve their pedagogical techniques. Mr. Fucaloro also is responsible for the development and refinement of the SCN curriculum. He regularly meets with outside curricula providers to examine and evaluate their products. He also evaluates the strengths and weaknesses of the SCN curriculum in order to determine how to best improve it. Mr. Fucaloro is also responsible for preparing students for success on high stakes tests. He works with the Data and Accountability Department and school leaders and teachers to develop and implement a plan to ensure student success on New York State mandated assessments.

Jenny Sedlis (Director of External Affairs) Ms. Sedlis was one of the founding members of Success Charter Network in 2006. As the Director of External Affairs, she oversees all Board of Trustees interactions. Additionally, she oversees all government relations and compliance with Charter Schools Institute regulations and deadlines. Ms. Sedlis is also the primary point of contact for all SCN school boards, ensuring that each member has all the information necessary to closely monitor the school. She develops all of each SCN school's marketing and branding materials, and runs a student recruitment effort that in previous years has led to oversubscribed admissions lotteries. Ms. Sedlis manages all media relations. Ms. Sedlis manages development for SCN and its schools, overseeing relations with a dozen national foundations. Prior to joining Success Charter Network, Ms. Sedlis worked as Director of Community Affairs for City Council Member Eva Moskowitz.

Kristina Exline (Director of Operations and Student Affairs) As the Director of Operations and Student Affairs, Ms. Exline is responsible for most non-instructional operations at SCN schools. She trains and manages Business Managers and School Operations Managers who manage the day-to-day non-instructional operations of each school, allowing the principal to focus solely on teaching and learning. She also oversees the enrollment and lottery process for new student admissions. Ms. Exline also coordinates the successful start up of each new SCN school. This process includes arranging for facilities renovations, procuring necessary furniture, equipment, and supplies, and ensuring all operational policies and procedures are in place and fully explained to the staff. Her other responsibilities include logistical planning for large-scale events, overseeing the writing and amending of charter applications for SCN schools, and procuring appropriate insurance for SCN schools. Ms. Exline is a graduate of the University of Iowa. Prior to joining SCN, she worked on a number of national and statewide political campaigns. In 2003, Ms. Exline joined Eva Moskowitz's City Council office as her Senior Council Aide. She then went on and served as Ms. Moskowitz's Deputy Campaign Manager for her Manhattan Borough Presidency race where Ms. Exline recruited and trained a field staff of over 30 individuals.

Donna Rossi (Director of Human Resources) As the Director of Human Resources, Ms. Rossi currently leads a team that identifies and recruits qualified teaching, leadership, and operations candidates and runs them through an extensive and rigorous interview process that includes review of resumes, phone interviews, reference checks, demo lessons, and post-lesson feedback sessions. For the 2009-2010 school year, her team pored over more than 17,000 resumes in an effort to staff SCN's four existing schools and three planned schools. She also ensures that all employees are fingerprinted according to relevant laws and that all teaching staff members have appropriate certifications. Additionally, she oversees benefits administration and ensures that each SCN school is in compliance with all appropriate tax and labor laws. Ms. Rossi comes to SCN with eight years of increasingly senior staff recruitment experience. She graduated from Colorado State University and received her Masters degree from New School University. Ms. Rossi managed a team of direct-hire recruiters of not-for-profit staff where she recruited non-profit executives. She was last a Program Manager at the Social

Enterprise Program at Columbia Business School where she built a non-profit and worked with staff, students, and other stakeholders.

Laura Kanter (Director of Instructional Development) As the Director of Instructional Development, Ms. Kanter provides the operational instructional support that school leaders and teachers require in order to successfully implement the SCN curriculum and school culture. She ensures that each school has the instructional supplies and equipment necessary so that school leaders and teachers can focus exclusively on student achievement without concerning themselves with the delivery of curricular supplies. She coordinates and oversees all curricular contracts and special education services and paperwork for all SCN schools. She also plans professional development activities for teachers and leaders at SCN schools. This begins with a three-week summer orientation and continues throughout the school year. She consults with school leaders and faculty to develop and refine a professional development plan that addresses specific needs of the faculty in order to improve teaching skills and raise student achievement. Throughout the school year, Ms. Kanter works with the Data and Accountability Department to examine student assessment data in order to increase instructional effectiveness. Ms. Kanter also coordinates and leads the specific aspects of new staff orientation that introduces new teachers and leaders to the SCN culture and values. Ms. Kanter has been with SCN since its founding, and has served in her current capacity since April 2007. A graduate of Yale University, Ms. Kanter began her career in education as a teacher in Shanghai, China. While there, she taught social studies and English as a Second Language at an international school while simultaneously researching effective pedagogical techniques that allow students with special education needs to achieve at an extremely high level.

Arin Lavinia (Director of Literacy) As Director of Literacy, Ms. Lavinia plays a critical role in the development and refinement of the SCN balanced literacy program, with a strong focus on reading comprehension. She incorporates a variety of methods including readers' and writers' workshop, textual analysis, guided reading, word work, and more. Ms. Lavinia is responsible for the development of a network-wide curriculum map for literacy across all grades served and she works with teachers and school leaders to create unit and lesson plans to ensure comprehensive implementation. She coordinates with leaders to develop SCN reading and writing benchmarks, has created a literacy assessment plan, and oversees the planning and provision of professional development in the areas of effective reading and writing instruction, reading skills and strategies, and other literacy-focused areas. Ms. Lavinia has extensive experience in her field. After earning a Masters in Education from Lesley University, Ms. Lavinia taught first grade in a New York City public school before moving to the private sector to consult with schools and teachers in literacy planning and implementation. SCN is proud to have Ms. Lavinia's expertise driving the literacy program.

(d) Founding Group Origin

Describe how the founding group came together and the relationship of its members to each other.

The founding group members have worked closely together as members of the Success Charter Network (SCN). SCN team members have successfully facilitated the proposals, start-up, and highly successful operation of seven existing Success Academy Charter Schools, and have already received Regents approval for two more schools planned to open in the fall of 2011. Ms. Hoyt joined Success Charter Network in June 2009 after 18 successful years at The Princeton Review. Ms. Sedlis has worked with Ms. Moskowitz for 8 years and is a founder of Success Charter Network. Ms. Moskowitz is the founder of the first SCN school, Harlem Success Academy Charter School, and the founder and CEO of Success Charter Network. Please see above for detailed biographies of each of the applicant team members.

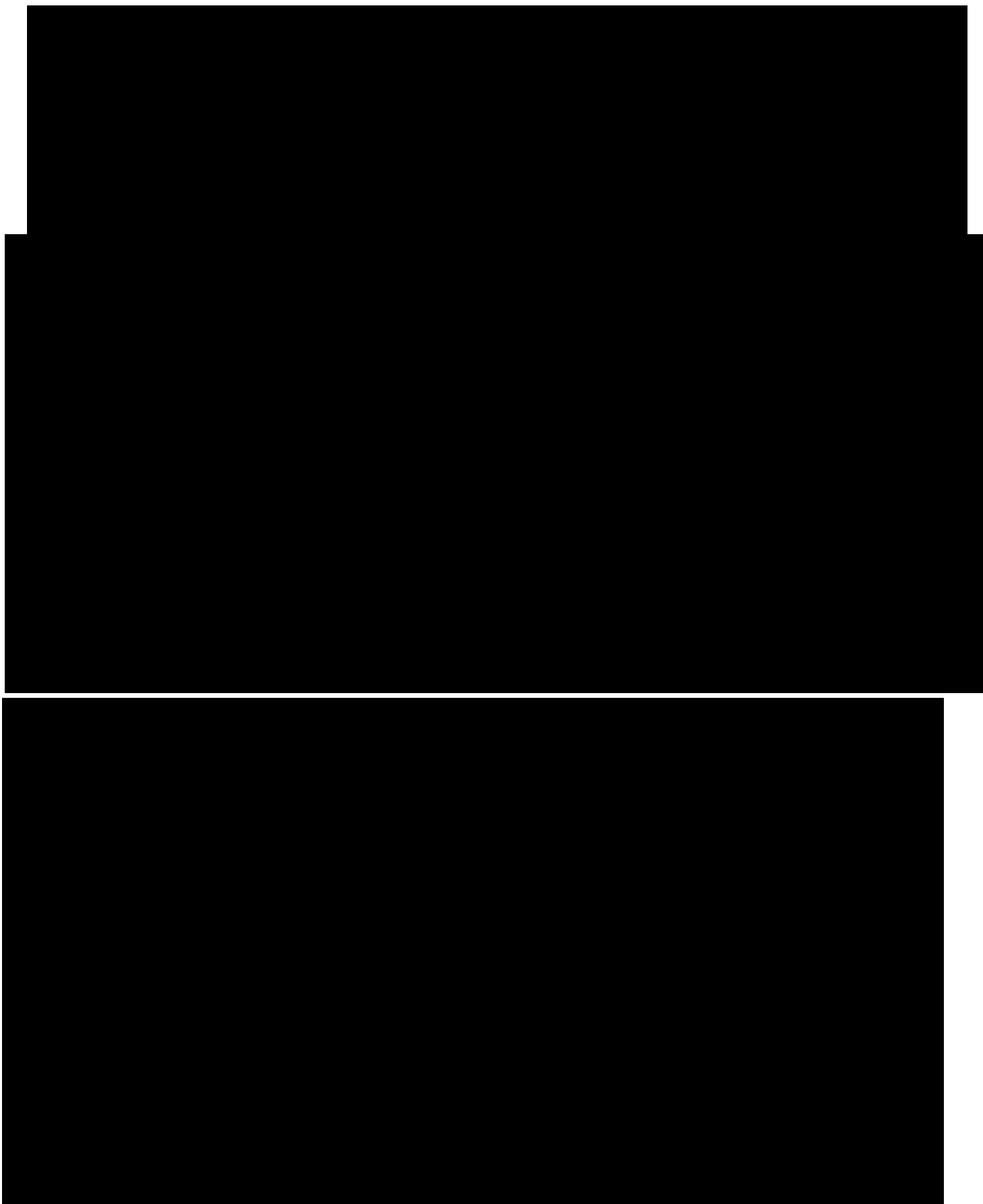
(e) Proposal Development

Describe the process used to develop this proposal. Your response should address who contributed to designing the school and to the writing of the proposal, which may include individuals outside of the founding group such as advisers or consultants.

Success Charter Network (SCN) has been improving the Success Academy school model continuously since 2006. Each element of the school design has been carefully chosen to ensure that children master reading and math skills, think deeply, problem-solve, write elegantly and clearly, and love being in school. The school model is the same at each of the approved nine Success Academies. School-based staff members often recommend ways to improve upon the school design and those changes are made across all schools. SCN leadership also often recognizes strengths of particular schools and ensure those practices are implemented at other schools. This proposal was developed by a committee of SCN leadership.

EVA MOSKOWITZ

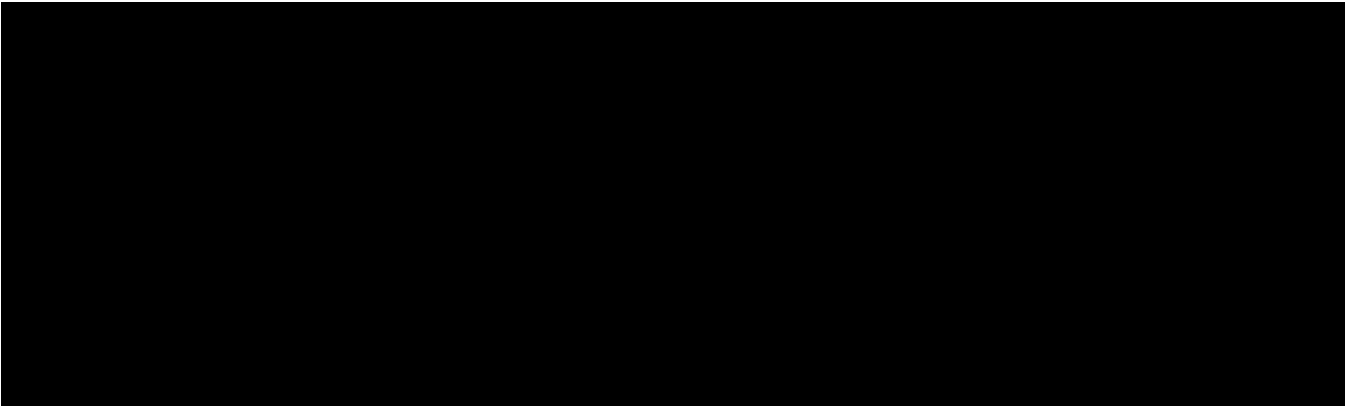
[REDACTED] New York, NY 10026 · [REDACTED]



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PUBLICATIONS

- In Therapy We Trust: America's Obsession with Self-Fulfillment, Johns Hopkins University Press, 2001.
- *Some Spirit in Me*, documentary on the impact of feminism on the lives of ordinary women, Filmmakers Library, 1999.
- City Council Reports:
 - *Lost in Space: Science Instruction in New York City Public Schools*
 - *Keeping Score: Can You Judge a School by its Report Card?*
 - *Reading in New York City Schools*
 - *Good Apples: Recruiting and Retaining Quality Teachers in New York City*
 - *A Picture is Worth a Thousand Words: Arts Education in New York City Public Schools*
 - *Too Little, Too Late: Special Education in New York City*
 - *Fair or Foul? Physical Education in New York City Public School*
 - *Correcting Juvenile Injustice: A Bill of Rights for Children Released from Custody*
 - *From The Mouths of Babes: New York City Public School Kids Speak Out*
 - *The Education Budget Guide for Parents*
 - *The Chancellor's Regulations Guide for Parents*
 - *Breaking Through the Static: How to Find Information about the Safety of Your Cell Phone*
 - *At an Unhappy Hour: The Ten Noisiest Bars in Manhattan*

EDUCATION

- John Hopkins University, Ph.D. in American History
- University of Pennsylvania, B.A. with Honors in History, Phi Beta Kappa

PERSONAL

- Mother of Culver (12), Dillon (7), and Hannah (6), who attend NYC public schools.
- Life-long New Yorker, avid cyclist, proficient in French.

2. Mission

Attach the mission statement for the proposed charter school.

The mission of the proposed charter school is to provide children in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State and Common Core standards and the resources to lead and succeed in school, college, and a competitive global economy.

3. Enrollment

(a) Enrollment Plan

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- ages of the students to be served in each grade (for kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- number of students to be served in each grade;
- total number of enrolled students for each year of the charter term;
- classes per grade; and
- average number of students per class.

Grades	Ages	Number of Students				
		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
K	4-5	84	78	104	130	130
1	5-6	104	77	104	130	130
2	6-7		94	104	130	130
3	7-8			89	99	124
4	8-9				85	94
5	9-10					81
Ungraded						
Total Students		188	249	401	574	689
Classes Per Grade		3- gr. K 4- gr. 1	3- gr. K 3- gr. 1 4- gr. 2	4- gr. K 4- gr. 1 4- gr. 2 3- gr. 3	5- gr. K 5- gr. 1 5- gr. 2 4- gr. 3 3- gr. 4	5- gr. K 5- gr. 1 5- gr. 2 5- gr. 3 4- gr. 4 3- gr. 5
Average Number of Students Per Class		27	25	27	26	26

During its initial charter term, the proposed charter school will serve students in kindergarten through fifth grade. To be eligible for enrollment, students must attain the age of five years by December 31. Students may occasionally be promoted early or retained in a grade, as determined by teachers, instructional leaders, and special education staff; this may occasionally result in the enrollment in a particular grade of a student older or younger than the ages shown above.

3. Enrollment

(b) Enrollment Rationale

Provide the rationale for the enrollment plan submitted as your response to Request No. 3(a) above. In your rationale please address the following:

- **the reason for choosing to serve the grades specified and the number of students in each grade;**
- **the extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location; and**
- **the pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

The proposed schools will target an area with particularly high demand for choice in public education. Students in New York City School District 13 consistently perform poorly on state and city assessments. Only 43 % of students in grades 3, 4 and 5 met the most basic standards of the 2010 English Language Arts assessments and 52 % of District 13 students in grades 3, 4 and 5 met the basic standards of the 2010 Mathematics assessments. Students in New York City School District 14 consistently perform poorly on state and city assessments. Only 39 % of students in grades 3, 4, and 5 met the most basic standards of the 2010 English Language Arts assessments and only 51 % of District 14 students in grades 3, 4, and 5 met the basic standards of the 2010 Mathematics assessments.

There is great demand for public charter schools in Districts 13 and 14. It is clear there are thousands of children who need access to a high quality education. The applicant intends to open three schools that will increase family access to an exceptional free public education. There is great demand for additional high quality educational choices in this area. This was evidenced by the 7,000 students who applied for just 1,100 spaces at Success Academies during the admissions season for the 2010-2011 school year leaving 5,900 students on wait lists for Success Academies alone. Across the city there are thousands of more students anxiously awaiting a spot to open in a top performing school. This shows that there is a citywide demand for high quality education that is simply not being met.

By enrolling more students in the primary years in an academically rigorous program, the school will help prevent a larger number of students from falling behind their more affluent peers. Instead of trying to catch disadvantaged middle or high school students up with their more affluent peers, the school will make sure these disadvantaged students match or exceed the level of their peers from the very beginning of their school

experience, giving them a firm foundation to prepare them for middle school, high school, college, and beyond.

The ultimate goal of the school is to give students the academic and character skills they need to graduate from college and succeed in life. In order to do this effectively, the school plans to expand one grade level per year and become a K-5 school by the fifth year of the school's charter. The applicant intends to seek approval to expand to serve grades K-8 in a subsequent charter term.

The enrollment chart found in Attachment 3(a) indicates the school's plans to admit new students in grades K, 1, 2, and 3 each year to reach the approximate total numbers listed. The student attrition rate is assumed to be ten percent each year. This rate assumption was calculated based on many factors including student attrition data from the four existing Harlem Success Academy Charter Schools with more than two years of operating experience, and student attrition data from other schools serving students in Districts 13 and 14.

While the school would work diligently to prevent student attrition, the calculated annual attrition rate of five percent is a realistic expectation for this proposed school.

More information on the school's admissions and enrollment process can be found in Attachment 36.

3. Enrollment

(c) Ultimate Enrollment Plan

Provide the grade span and enrollment size the school ultimately intends to serve (even if it would occur after the initial charter period) and the year it will reach that point.

The proposed charter school will initially serve grades K and 1 and will ultimately scale to serve grades K through 5 in the fifth year of the initial charter term, detailed in Attachment 3(a). The applicant intends to continue to scale to serve grades K through 8 in the second charter term, continuing to serve one additional grade each year. The proposed school would therefore likely reach full scale in the 2019-2020 school year with an approximate enrollment of 1,089 students.

3. Enrollment

(d) Collective Bargaining Waiver

If the charter school would enroll more than 250 students at any point during the first two (2) years of operation, indicate whether you are requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located.

The proposed school does not intend to exceed a total enrollment of 250 students in its first two years of operation and therefore does not plan to request a waiver of the requirement of collective bargaining.

4. Community Need and Impact

(a) Community Description

Describe the community from which the proposed school will recruit and draw its students. Your response should include:

- **community and school demographics;**
- **rationale for selecting that community;**
- **local public schools and grade configurations; and**
- **existing educational options.**

(b) Target Population

Describe the specific population of students that the proposed charter school intends to serve.

(c) Need for the Proposed Charter School

Explain the need for this charter school in this community, including the performance of the local schools.

(d) Programmatic Impact

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

(e) Five Percent Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the establishment of the proposed charter school will have a “significant educational benefit” to the students who attend that school.

As described in greater detail in Attachment 3(b), the communities served by the proposed charter schools have a very strong need and demand for expanded choice in quality public education. New York City Community School Districts 13 and 14, the proposed location for the charter school, are characterized by children eligible for free or reduced price lunch, low-income families, and schools that consistently underperform when compared to other schools in the city of New York, particularly their more affluent peers. While District 13 has only 4.3% limited English proficiency, 71.8% of the population is eligible for Free or Reduced Price Lunch program. Over 86% of District 14 is eligible for FRPL and 12.7% of its population is classified as LEP. The area is also characterized by a range of ethnic groups; the combined area formed by Districts 13 and 14 are approximately 41% white, 30% black, 21% Hispanic, and 5% Asian.

Disappointingly, the zone public schools of Brooklyn have allowed double-digit achievement gaps between the performance of white students and their African American and Hispanic peers. This gap is even more pronounced when income is considered and the gap continues to widen as students get older.

There is great demand for public charter schools in Manhattan, the Bronx and Brooklyn. Whether one cites the one of the 7,000 students who applied for just 1,100 spaces at Success Academies during the admissions season for the 2010-2011 school year or one of the thousands of students who applied for a shrinking DOE gifted and talented program, it's clear that the supply of high quality educational options is outstripped by demand. The proposed schools will give Brooklyn students additional choices that will give them a firm foundation to prepare for middle school, high school, college, and beyond.

These new public charter schools expect to influence zone public, public charter, and non-public schools by setting high expectations and placing a greater emphasis on teaching core subjects to prepare students to meet and exceed state standards. Opening the proposed charter schools in these districts will bring a new, high-performing educational option to vastly increase access to excellence, including a culture of rigor and best practices.

Zone schools that are co-located with existing Success Charter Network (SCN) schools have already begun adopting some of the SCN best practices. For example, one school has modeled parts of its school culture on a Harlem Success Academy, including posting college paraphernalia on classroom doors and hallways. Strong academic performance by the new charter school's students using the Success Charter Network curriculum and learning philosophy will demonstrate to the District that all children, regardless of background, can learn and will hopefully influence District decisions on programming. Any school district official, or official from a charter or nonpublic school will be welcome at any time to observe and benefit from the model of success at the new charter school.

The Success Charter Network also expects to influence the public education system by educating a group of at-risk students at a very high level, preparing them to succeed in middle school, high school, college, and beyond. This high-level of preparation will eliminate the achievement gap for these students. It will allow the high schools that enroll these children to teach them rigorous academic courses rather than try to catch them up to meet the academic prowess of their more affluent peers.

The impact of the proposed charter school will therefore be not only an additional and much-needed new educational option for families, but will also serve as an example of excellence. In addition, SCN believes in sharing best practices at every opportunity, from curriculum to professional development to assemblies. The applicants and SCN want all children to receive an excellent education and know that zone schools do not enjoy many of the freedoms that public charter schools have. The Board looks forward to learning from the deeper experience that many zone schools have by fostering sharing and collaboration amongst each other that can occur when educating children comes first.

5. Partner Organization

Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:

- **name of the organization;**
- **description of the nature and purpose of the proposed school's relationship with the organization;**
- **description of the process and criteria used to select the partner organization, including other organizations considered;**
- **proof of the legal status of the organization (e.g. New York not-for-profit corporation, university, college, museum or educational institution) and whether or not the organization has authority to do business in New York;**
- **proof of tax-exempt status under Internal Revenue Code section 501(c)(3);**
- **letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and**
- **name of a contact person for the partner organization, along with the address, phone number, facsimile number (if applicable), and e-mail of such contact person for the partner organization.**

The proposed charter school does not intend to form a significant relationship with a partner organization.

6. Management Organization

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- **name of the organization;**
- **detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school;**
- **description of the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization;**
- **description of the role of the management company in selecting proposed members of the school's board of trustees;**
- **draft management contract or, at minimum, term sheet indicating the fees proposed to be paid by the proposed school to the management organization, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination; and**
- **copies of the last two contracts that the management organization has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section 501(c)(3) of the Internal Revenue Code.**

Note: Management organizations must complete a Due Diligence Questionnaire in conjunction with this proposal.

The proposed charter school will be part of the network of schools run by the Success Charter Network (SCN), a 501(c)(3) non-profit organization that functions as a charter management organization. Please see the attached organization chart for the Success Charter Network.

Attached are copies of the contractual agreements into which SCN has entered with Harlem Success Academy 5 and Bronx Success Academy 1; the management contract for the proposed school will be substantially similar.

SCN was founded to create a replicable elementary and middle school model that would give all students a phenomenal education and bring high quality education to underserved parts of New York City. Each SCN school is dedicated to the mission of providing New York City elementary students with the knowledge, skills, character, and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in the school, college, and life.

Consisting of intelligent, hard-working, and passionate individuals with impressive accomplishments and experience in the education field, SCN is in a unique position to provide considerable support to ensure that the school opens smoothly and operates at a consistently high level. Because of its highly skilled and experienced staff, SCN is fully capable of providing excellent support in the fields of finance, operations, human resources, data and accountability, instructional development, technology, and external affairs.

The SCN staffing plan is unique and unlike that of any other charter management organization. Most charter management organizations begin with just enough staffers to open and run a single school, and then grow their team as they open new schools. SCN takes a different approach. With a clear understanding of the risks of advance staffing, and with a close and continuous evaluation of the finances, SCN assembled a wide-ranging team early on. This allowed SCN to develop the systems and structures necessary for replicating its successful school model and to begin executing additional replication plans as soon as its next charters were granted, alleviating the scramble to find additional staff members when the SCN team needed to be focused on executing its replication plans.

After opening its first school in 2006, three more in 2008, and three more in 2010, SCN is using what it has already learned about opening, running, and replicating schools to open its next set of two additional schools in August 2011 and will be ready again for August 2012.

Eva Moskowitz (Chief Executive Officer) As founder and the Chief Executive Officer, Ms. Moskowitz is responsible for overseeing all activities and functions of Success Charter Network. As the former Education Chair of the New York City Council, Ms. Moskowitz was hailed by the New York Times as the Council's "unapologetically demanding voice." She insisted on two things from the city's education bureaucracy: accountability and competence. In her widely publicized education hearings, Ms. Moskowitz would ask the what the city was doing to measure and improve teacher quality. During her tenure as Education Chair, she visited over 400 schools and examined all elements of school operations from financial reports to operational processes. Ms. Moskowitz has examined schools, school networks, and educational service providers both good and bad to craft the SCN school model. She demands that everyone on her staff raise the bar for competence and continue to think of new, innovative, and more efficient ways of handling school operations and instruction so that SCN can bring about real educational equity and achievement for its students.

Keri Hoyt (Chief Operating Officer) Ms. Hoyt drives the organization's business operations, including conceptualizing strategy, implementing operating plans and budgets, and achieving targets through oversight and leadership of the Human Resources, External Affairs, Operations, Instructional Development, Technology and Data and Accountability departments as well as the school leaders.

Chuck Klein (Financial Controller) Mr. Klein creates financial policies and controls for SCN schools, creates the annual operating school budgets, ensures schools follow proper record keeping procedures in order to be prepared for annual audits, and oversees all financial transactions and operations undertaken by SCN schools. He also performs financial modeling for future schools and ensures that each school maintains fiscal discipline.

Paul Fucaloro (Director of Instruction) Mr. Fucaloro has an M.B.A. in Statistical Marketing Research and over 38 years of education experience working as a classroom teacher, math specialist, literacy coach, and teacher trainer with the New York City Department of Education. He is a trained statistician, an adjunct/associate professor at Long Island University, and an expert in SCN's literacy and math curricula. He has also worked for the Princeton Review preparing students to excel at high stakes standardized tests. Mr. Fucaloro has been with SCN since its founding as the Director of Instruction. He is responsible for ensuring that school principals are consistently working to improve their leadership skills and their schools. Mr. Fucaloro spends a significant portion of his time working directly with SCN principals coaching them on how to effectively observe and provide feedback to teachers. He also works directly with teachers at SCN schools to ensure they constantly and consistently provide the highest level of instruction possible. He regularly observes teachers in order to provide coaching, feedback, and support that will help teachers to constantly improve their pedagogical techniques. Mr. Fucaloro also is responsible for the development and refinement of the SCN curriculum. He regularly meets with outside curricula providers to examine and evaluate their products. He also evaluates the strengths and weaknesses of the SCN curriculum in order to determine how to best improve it. Mr. Fucaloro is also responsible for preparing students for success on high stakes tests. He works with the Data and Accountability Department and school leaders and teachers to develop and implement a plan to ensure student success on New York State mandated assessments.

Arin Lavinia (Director of Literacy) As Director of Literacy, Ms. Lavinia plays a critical role in the development and refinement of the SCN balanced literacy program, with a strong focus on reading comprehension. She incorporates a variety of methods including readers' and writers' workshop, textual analysis, guided reading, word work, and more. Ms. Lavinia is responsible for the development of a network-wide curriculum map for literacy across all grades served and she works with teachers and school leaders to create unit and lesson plans to ensure comprehensive implementation. She coordinates with leaders to develop SCN reading and writing benchmarks, has created a literacy assessment plan, and oversees the planning and provision of professional development in the areas of effective reading and writing instruction, reading skills and strategies, and other literacy-focused areas. Ms. Lavinia has extensive experience in her field. After earning a Masters in Education from Lesley University, Ms. Lavinia taught first grade in a New York City public school before moving to the private sector to consult with schools and teachers in literacy planning and implementation. SCN is proud to have Ms. Lavinia's expertise driving the literacy program.

Laura Kanter (Director of Instructional Development) As the Director of Instructional Development, Ms. Kanter provides the operational instructional support that school leaders and teachers require in order to successfully implement the SCN curriculum and school culture. She ensures that each school has the instructional supplies and equipment necessary so that school leaders and teachers can focus exclusively on student achievement without concerning themselves with the delivery of curricular supplies. She coordinates and oversees all curricular contracts and special education services and paperwork for all SCN schools. She also plans professional development activities for teachers and leaders at SCN schools. This begins with a three-week summer orientation and continues throughout the school year. She consults with school leaders and faculty to develop and refine a professional development plan that addresses specific needs of the faculty in order to improve teaching skills and raise student achievement. Throughout the school year, Ms. Kanter works with the Data and Accountability Department to examine student assessment data in order to increase instructional effectiveness. Ms. Kanter also coordinates and leads the specific aspects of new staff orientation that introduces new teachers and leaders to the SCN culture and values. Ms. Kanter has been with SCN since its founding, and has served in her current capacity since April 2007.

Haady Taslim (Director of Data and Accountability) The Director of Data and Accountability, Mr. Taslim joined SCN in March of 2007 and has served in his current role since July 2007, providing teachers and school leaders with real-time information on student performance to ensure dramatic gains in student achievement. After researching and selecting appropriate assessments, he arranges for the delivery of the assessments to each school and develops an assessment schedule. In addition to giving school leaders and teachers basic student results, he also conducts extensive analysis to look for significant differences between genders, races, and special education students. Working with teachers, school leaders, and the Instructional Development team, he uses assessment data to systematize best practices in teaching and to strategize new methods of instruction that will lead to stronger student performance and increased student achievement. He also designs database solutions to accommodate the data needs for a large pool of teachers and school leaders at multiple schools.

Jenny Sedlis (Director of External Affairs) Ms. Sedlis was one of the founding staff members of Success Charter Network in 2006. As the Director of External Affairs, she oversees all Board of Trustees interactions. Additionally, she oversees all government relations and compliance with Charter Schools Institute regulations and deadlines. Ms. Sedlis is also the primary point of contact for all SCN school boards, ensuring that each member has all the information necessary to closely monitor the school. She develops all of each SCN school's marketing and branding materials, and runs a student recruitment effort that in previous years has led to oversubscribed admissions lotteries. Ms. Sedlis manages all media relations. Ms. Sedlis manages development for SCN and its schools, overseeing relations with a dozen national foundations. Prior to joining Success Charter Network, Ms. Sedlis worked as Director of Community Affairs for City Council Member Eva Moskowitz.

Bryan Winther (Director of Information and Communications Technology) Seeking to integrate his IT background with the desire to help achieve social and educational equality, Mr. Winther joined the Success Charter Network in 2007. Mr. Winther works to develop new efficient solutions for data management and school operations. In addition, he provides end-user technical support for the staff of SCN schools. He is currently refining the technology plan for future SCN schools that will most effectively and efficiently allow collaboration and interaction among instructional faculty members at different schools.

Kristina Exline (Director of Operations and Student Affairs) As the Director of Operations and Student Affairs, Ms. Exline is responsible for most non-instructional operations at SCN schools. She trains and manages Business Managers and School Operations Managers who manage the day-to-day non-instructional operations of each school, allowing the principal to focus solely on teaching and learning. She also oversees the enrollment and lottery process for new student admissions. Ms. Exline also coordinates the successful start up of each new SCN school. This process includes arranging for facilities renovations, procuring necessary furniture, equipment, and supplies, and ensuring all operational policies and procedures are in place and fully explained to the staff. Her other responsibilities include logistical planning for large-scale events, overseeing the writing and amending of charter applications for SCN schools, and procuring appropriate insurance for SCN schools.

Donna Rossi (Director of Human Resources) As the Director of Human Resources, Ms. Rossi currently leads a team that identifies and recruits qualified teaching, leadership, and operations candidates and runs them through an extensive and rigorous interview process that includes review of resumes, phone interviews, reference checks, demo lessons, and post-lesson feedback sessions. For the 2009-2010 school year, her team pored over more than 17,000 resumes in an effort to staff SCN's four existing schools and three planned schools. She also ensures that all employees are fingerprinted according to relevant laws and that all teaching staff members have appropriate certifications. Additionally, she oversees benefits administration and ensures that each SCN school is in compliance with all appropriate tax and labor laws.

The specific services provided by the Success Charter Network will be:

- A. Start-up: In an effort to allow school leaders to focus exclusively on teaching and learning from the very moment the charter is granted, SCN will manage the school's entire operational start-up process. It begins this process over a year and a half in advance of the anticipated opening date of the school by conducting extensive research to find appropriate space in existing New York City public schools for the location of the new charter school in its proposed community. The criteria for being identified as a possible site for a future SCN school include: having at least five years of declining enrollment, having a minimum of 300 empty student seats according to New York City Department of Education statistics, and being an academically failing school with fewer than fifty percent

of students meeting basic state standards as measured by New York State assessments. SCN will work closely with the Department of Education to identify suitable locations for new schools. Once a school site has been identified, SCN must begin extensive negotiations with and apply pressure on the New York City Department of Education to ensure final decisions are made and space is allocated to the new school in January rather than June in order to allow sufficient time for the renovation and preparation of the space. Once a final decision has been made and the new school has been assigned space in an existing school, SCN will begin negotiations with the leaders of the school or schools already occupying the space in order to develop a schedule to share the common spaces in the building including the cafeteria, gymnasium, auditorium, play yard, library, entrances, and stairwells. Based on these negotiations, SCN will, in consultation with the charter school leaders, create a daily schedule for the school. SCN will also oversee minor renovations which will likely include installing updating light fixtures and ceiling tiles, renovating bathrooms, cabling each room for wireless internet access, and repainting rooms and hallways. SCN will secure the procurement of desks, chairs, tables, interactive white boards, books and other classroom equipment and instructional supplies as well as the furniture, equipment, and office supplies needed in the main administrative office of the school. SCN also procures appropriate insurance for each SCN school.

- B. Finance: Through careful research conducted at other successful charter schools, extensive financial modeling, and experience with the existing Success Academy Charter Schools, SCN has already developed a start-up budget and proposed operating budget for the first five years of the school's operation and drafted internal controls, protocols, and procedures. In consultation with the school principal and the Board of Trustees, SCN will refine this projected annual operating budget for the school each year. It will then produce monthly and quarterly variance reports and conduct meetings with the school's leadership and Board of Trustees to go over these reports and give recommendations to ensure the fiscal health of the school. At the end of each fiscal year, SCN will ensure that annual fiscal audits are conducted by an independent Certified Public Accountant; it will also ensure the school is prepared for the audit by following proper financial and record keeping procedures throughout the year. SCN will also set up operating bank accounts and credit card accounts and will manage the accounting, bookkeeping, payroll, accounts payable, and accounts receivable for the school. SCN will fill out the bi-monthly reports required by the New York City Department of Education in order to receive per pupil funding. SCN will also secure grants for the school by maintaining relationships with philanthropic foundations and individuals and by writing grant applications and budget proposals to the Walton Foundation, the Buck Foundation, the New York State Charter School Program, and the State Stimulus Fund. Additionally, SCN will manage grant compliance by submitting all post-award financial, statistical, and narrative documentation as required by the grant's terms. SCN conducts extensive research looking for new grant opportunities and will apply for additional grants for the school whenever an appropriate opportunity is found.

SCN will also manage title funding for the school by completing the consolidated title application each year and submitting all required paperwork to ensure continued funding.

- C. Curriculum: SCN will provide and continuously improve a research-based, results-driven curriculum that will ensure high student achievement and excellent results on New York State mandated assessments. This curriculum as it currently exists can be found in Attachment 10(a-d). However, SCN believes in continuous improvement in all areas and is always working to improve its curriculum. This improvement comes from extensive research, in-depth demonstrations, classroom trials, and evaluations by teachers, school leaders, and SCN personnel. SCN is always searching for new and better curricula and teaching devices. It recently added a rigorous writing curriculum after research, meetings and demonstrations with teachers and instructional leaders, contract evaluations, and negotiations with the company. Similar research, trial, and evaluation have led SCN to add handwriting books, problem solving materials, and classroom morning meetings to its curriculum. SCN schools will share best practices and collaborate through inter-visitation in order to continuously improve instruction. SCN will also provide student assessments and arrange for their scoring and the return of data in a timely manner to allow for modifications to teaching and learning as described in Attachments 12 and 18.
- D. Human Resources: SCN will recruit the most effective teachers, administrators, and other school personnel to work in the school. While the school principal will have final authority to hire and fire school staff, SCN will conduct extensive screening and interviewing so that it can recommend only the best candidates to the principal. The SCN hiring process consists of submission of a cover letter, resume, and application; phone interview; reference checks; scheduling of a demo lesson; post-lesson debriefing with the candidate; and finally a recommendation to the school principal if SCN determines the candidate will be an excellent fit. If the candidate is hired, SCN will then create an employment letter and conduct an orientation for the new employee. This orientation will include an explanation of the SCN-administered payroll and generous benefits package, which includes health insurance, dental insurance, vision insurance, a flexible spending account, a mass transit reimbursement account, life insurance, long-term disability, and a 403b retirement plan. SCN has been so successful in publicizing the schools and recruiting teachers, to fill about 175 positions network-wide in anticipation of the 2010-2011 school year, the team reviewed over 16,000 resumes. SCN has developed strategic relationships with Teach for America, New Leaders for New Schools, New York Teaching Fellows, and several colleges of education including Hunter College, Columbia University Teachers College, and the University of Pennsylvania School of Education. These organizations bring qualified applicants to the attention of the SCN Human Resources Department easing the process of finding extremely talented candidates for teaching and administrative positions at SCN schools.

- E. **School Leader Training:** SCN will provide intensive training to future school leaders through its school leadership residency program in which talented future school leaders work at an SCN school for 1-2 years teaching and training under the principal and Director of Instruction so that they are ready to become principals at future SCN schools. This intensive training allows future leaders to provide excellent instruction at an SCN school while simultaneously learning from and being mentored by a highly effective and successful school leader. SCN currently has a number of leadership residents in this highly selective program. SCN will also continuously work with and evaluate school leaders to improve their leadership capacity. Specifically, the Director of Instruction spends approximately half of his time directly training school principals. He reads all feedback that is given via e-mail from principals to teachers in order to ensure and improve the quality of this feedback. He also coaches principals on how to effectively conduct teacher evaluations and feedback sessions; how to communicate and impart SCN's core values and culture to teachers, students, and parents; and how to implement key school initiatives. For example, if a principal decides that his or her school should undertake a student engagement initiative, the Director of Instruction gives the principal training, advice, and feedback on the planning and execution of the initiative.
- F. **Professional Development:** SCN will provide professional development opportunities for teachers, administrators, and other school personnel. The professional development plan will be designed by SCN in consultation with the school leaders and faculty to address specific weaknesses and improve teaching and learning at the school. Professional development will begin with a three-week faculty orientation and training that takes place before the school year begins. This orientation will allow the faculty to become experts in the SCN curriculum, culture, and procedures. Throughout the school year, professional development will be scheduled every Wednesday afternoon and approximately eight additional days throughout the year. The professional development plan will be constantly examined and evaluated throughout the year to ensure that teachers and school leaders are receiving the most effective training that will have a direct, positive impact on student achievement. School operations staff at SCN schools also receive professional development. SCN constantly trains and advises each school operations team on how to most effectively and efficiently run the non-instructional operations of the school, which include school health and safety protocols, scheduling, facilities management, and administrative office protocols. A more detailed description of the instructional professional development plan can be found in Attachment 15.
- G. **Information Technology:** When the school is undergoing its pre-opening renovations, SCN will arrange for the purchase and installation of a server that can host an e-mail system, database software, and a shared drive that will allow users to save documents directly to the server and access them remotely. The e-mail system set up by SCN will allow users to participate in discussions with their colleagues via an online bulletin board-style discussion conference, to share

contacts and calendars in order to facilitate communication and scheduling, and to create web pages for their classes. SCN will also arrange for the purchase and set up of laptop computers for each staff member, wireless Internet access throughout the school, a multi-line telephone system, and a high-volume copier/printer/scanner. SCN will also install its digital database system at the school. This system allows for the easy management of all student data including attendance, emergency contact information, health conditions, academic data, and records of all contact between the school and the family. The database also allows for timely analysis of student performance data and comparison of class statistics. SCN will also likely install a digital library program for the school that allows each teacher to easily maintain a classroom library by scanning books with his or her computer to create an inventory, lend books to students, and check them back in. This library system also tracks the number of books a student has read and their reading levels in order to ensure students are reading books that are appropriate for their reading ability. The SCN technology component will also allow interaction between SCN schools by giving teachers and leaders at different schools the opportunity to easily share instructional best practices and lesson plans and the ability to participate in discussions hosted on the SCN server. SCN schools also use an in-house system called Edutube that allows teachers, equipped with video cameras, to record their lessons and upload them to a network resource. This, in turn, allows other SCN teachers to learn best practices and things to avoid by observing their fellow faculty

- H. School Evaluation: A core tenet of the SCN mission is continuous evaluation and improvement. SCN is constantly evaluating the performance of each SCN school and providing constructive criticism and guidance to improve teaching and learning. The Chief Executive Officer, Chief Operating Officer, Director of Instruction and Director of Literacy spend a significant amount of their time observing schools, meeting with school leaders and teachers, and examining relevant data in order to accurately evaluate each school and offer relevant feedback. SCN will continuously evaluate school academic data to determine how to improve instruction. Using the assessments described in Attachment 12, it will examine the school's progress towards achieving its student achievement goals (found in Attachment 17(a)). SCN constantly analyzes student assessment data from a multitude to different perspectives to locate any significant differences between gender, race, or special education status. SCN then reports any significant information to school leaders so that they can work with SCN to develop ways to address these shortcomings and eliminate any hint of achievement gaps before they have a chance to fully form. SCN also examines student performance data and high stakes tests in order to create and refine a test preparation strategy that will ensure success on required state assessments. SCN is always researching different assessments to find those that are the most reliable indicator of student achievement and the most reliable predictor of student performance on state-mandated assessments. SCN will also examine fiscal data to evaluate fiscal solubility and potential improvements in school operations.

- I. External Affairs: SCN manages all external affairs and relations for SCN schools. SCN will provide CSI with any information necessary for oversight and evaluation of all schools. It will facilitate Institute visits, and will ensure the timely completion of the initial charter school accountability plan, the annual accountability plan progress reports, and the accountability plan for renewal. SCN will ensure that the Board is able to review all school data that will allow them to make informed decisions about the school. SCN will negotiate with the Department of Education and ensure that the start-up team can enter school sites in the time necessary to renovate and open the school. SCN will market the school during the recruitment process described in Attachment 24. SCN is committed to the widest possible accessibility, passing out several thousand brochures at apartment buildings near the school; holding information sessions at local churches, preschools, after school programs, and recreation centers and even goes door-to-door so all parents have a fair and equal chance to put in applications. In previous years, this campaign has led to the admissions process being oversubscribed by approximately 600%. The External Affairs Department of SCN will also handle all press relations for the schools.
- J. Enrollment: SCN has designed a digital lottery process that will allow it to hold a digital admissions lottery for multiple schools simultaneously. This system will randomly assign applicants to available seats at each school and place remaining students on waiting lists once all seats have been filled. SCN will then send letters to each applicant informing them of the results of the admissions lottery and beginning the summer enrollment process. This process introduces incoming students and their families to the SCN curriculum, culture, and values. SCN also uses the summer enrollment process to collect required forms including birth certificate, proof of residency, health forms, immunization record, home language questionnaire, ethnic identity form, and field study permission slip. SCN will also facilitate each family's application for a public library card, arrange for students to be fitted for the school uniform, and make sure they receive financial assistance for the school uniform if needed. Throughout the summer, SCN will keep in contact with accepted families so that if any decide to decline their seat, a student from the waiting list can be given the spot. SCN also obtains any existing IEPs for new students with special education requirements and ensures that all of a student's needs will be met by the school. SCN attends meetings as required by the student's CSE throughout the year to ensure he or she is being serviced appropriately by the school. At the end of the enrollment process, SCN will ensure incoming students are registered as attending with the New York City Department of Education, entered in the school's student database, and receiving free public transportation passes and school meals if eligible.

The current rate SCN charges for providing these numerous and extensive services is approximately \$1349 for the 2009-2010 year (only 9.9975% of the estimated New York City Department of Education per pupil funding) per enrolled student. This amount will increase or decrease proportionally to any increase or decrease the New York City Department of Education makes in its per pupil funding payments to the school.

This rate of less than 10% of the school's per pupil funding from the New York City Department of Education is a fiscal windfall for the school, as it would cost much more for the school to hire the additional employees necessary to successfully perform the many functions that will be carried out on behalf of the school by SCN.

The management contract shall be executed upon the granting of this charter and shall be in effect for the duration of the charter unless terminated by either party per the terms of the contract. The contract will automatically renew at the end of the term, provided the charter is renewed, and provided further that the school board does not vote to terminate the renewal.

In the event either party terminates the contract during the initial term, the school board of trustees will apply to revise the Charter to change the name of the school.

All school assets will be fully owned and governed by the Board of Trustees of the school.

Applications have been submitted to the Internal Revenue Service requesting tax-exempt status of each of the existing Success Academy Charter Schools; no application has been denied as of the date of this application.

Academic and Business Services Agreement

By and Between

The Success Charter Network, Inc.

and

Harlem Success Academy Charter School 5

This academic and business services agreement (the “Agreement”) is made and entered into as of _____ (the “Effective Date”) by and between The Success Charter Network, Inc., a Delaware not for profit corporation (“the Network”) and Harlem Success Academy Charter School 5, a New York education corporation (the “School,” and the School together with the Network, each a “Party” and collectively the “Parties”).

Whereas, the Network is a charter management organization with the qualifications, experience, and expertise necessary to effectively manage charter schools;

Whereas, the Authorizer (as defined below) granted the School authority to operate a charter school;

Whereas, the School is entering in to this Agreement with the Network in order to meet its obligations under the Charter Contract (defined below), especially its commitment to providing a high-quality education for its students;

Whereas, it is the Parties’ intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

Whereas, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

Now, therefore, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

“**Agreement**” has the meaning set forth in the recitals.

“**Authorizer**” means the State Education Department.

“**Board of Trustees**” means the Board of Trustees of the School.

“Charter Contract” means the School’s contract with the Authorizer, which authorizes the Board of Trustees to organize and operate the School, and which includes the final charter application.

“Charter School Law” means the laws permitting the creation of charter schools in the State of New York and governing the development and operation of charter schools in the State of New York, including the *New York Charter Schools Act of 1998*, as amended.

“Effective Date” has the meaning set forth in the recitals.

“Facility” means a building or other structure of sufficient size to house the actual and anticipated enrollment level of the School, suitable for use by the School, and meeting all applicable building codes, zoning ordinances and laws, environment laws and regulations, the Charter Contract, and all other laws and regulations applicable to the operation of the School.

The “Marks” refer to the “Harlem Success Academy 5” and “Success Academy” trademarks.

The “Network” has the meaning set forth in the recitals.

The “Network School Model” means the school model based on the Network curriculum, described in the Charter Contract.

“Party” and “Parties” have the meaning set forth in the recitals.

“Principal” means the employee of the School responsible for the day-to-day academic program of the School.

“Proprietary Information” means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed in whole or in part by the Network, its employees, agents, or subcontractors.

“Regulatory Authority” means any United States federal, State, or local government, or political subdivision thereof, any authority, agency, or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory, or taxing authority or power, any court or tribunal (or any department, bureau, or division thereof), any arbitrator or arbitral body, or any similar body.

“Reimbursement Payment” means reimbursement payments for certain expenses incurred by the Network on behalf of the School.

“School” has the meaning set forth in the recitals.

“State” means New York State.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of the Network

The Network represents and warrants as follows:

- (a) Organization and Status. The Network is a non-stock, not for profit corporation duly organized under the laws of the state of Delaware, with the purpose and legal ability to contract to provide educational management services. The Network shall notify the School of any change in its corporate status. The Network shall not change its corporate status such that this Agreement is materially affected.
- (b) Authority. The Network is authorized to do business in the State. The Network has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of the Network, enforceable against the Network in accordance with its terms.
- (c) Full Disclosure. No representation or warranty of the Network herein and no statement, information, or certificate furnished or to be furnished by the Network pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (d) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority to which the Network is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the Network. No such judgment, order, decree, or award has been entered against the Network which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority involving the Network which will or may reasonably be expected to prevent or hamper the performance of the agreements of the Network contemplated by this agreement.
- (e) Ability. The Network, its personnel and subcontractors, being employed and/or used, or to be employed and/or used, by the Network, for the performance of its obligations hereunder are qualified, experienced, and

have expertise to carry out the management services provided for herein with all necessary professional skill, care, and diligence.

- (f) Ownership of Marks, Proprietary Information, and the Network School Model. The Network is the owner of and has the right to use and license to the School, or permit the School to use, as provided herein, the Marks, Proprietary Information and the Network School Model, and such ownership, use, or license does not infringe upon the rights of any third party.
- (g) Conduct of the Network. The Network has complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the Network, which include, but are not limited to the Internal Revenue code, the non-profit corporation law of Delaware and the Charter Schools Law. The Network has maintained and will maintain adequate records of the activities and decisions of the Network to ensure and document compliance with all such laws and regulations.

2.2 Representations and Warranties of the School

The School represents and warrants as follows:

- (a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of the New York, with the purpose and legal ability to contract to operate a charter school and to contract for education management services. The School is recognized by the Internal Revenue Service as a tax exempt organization.
- (b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.
- (c) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the School. No such judgment, order, decree, or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent

or hamper the consummation of the agreements contemplated by this Agreement.

- (d) Full Disclosure. No representation or warranty of the School herein and no statement, information, or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (e) Conduct of the School and the Board of Trustees. The School has materially complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the non-for-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. Any lack of compliance shall not be attributable to the Network. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide the Network with copies of all such records, and to allow the Network to, at the Network's discretion, assist with the preparation and retention of such records.
- (f) Due Authorization. The Board of Trustees is authorized to organize and operate the School and the School is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Except as so delegated to the Network herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter Contract.

3. AUTHORITY

3.1 Delegation of Authority to the Network

The School hereby authorizes the Network to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being understood that, at all times, the Network remains accountable and subject to the oversight of the School. The School also authorizes the Network to take such reasonable other actions that may not be expressly set forth in this Agreement, but which are implicit in this Agreement and are necessary in the Network's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws, and the annual School budget approved by the Board of Trustees.

3.2 The Network's Authority to Subcontract

Except to the extent prohibited by law of this Agreement, the Network may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge the Network from any obligation or liability under this Agreement.

3.3 Authorizer Authority

Nothing in this Agreement shall be construed in any way to limit the authority of the State Education Department, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF THE NETWORK

In order to assist the School in carrying out the terms of the Charter Contract, the Network agrees to provide the educational management and operational services set forth under this Section, and in connection therewith, shall have the right to direct the following duties, in consultation and communication with the Board of Trustees and/or the School administration on key matters:

4.1 Education and Instruction-Related Services

The Network shall provide the following education and instruction-related services to and on behalf of the Charter School, all of which shall be researched-based and rooted in sound educational philosophy:

- (a) Designing the educational programs and programs of instruction including rules and requirements relating to student admissions, student records, access to equal educational opportunities, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs;
- (b) Selecting and acquiring instructional and curricular materials, equipment and supplies, which may be acquired from affiliated or unaffiliated entities; provided, however, that if such materials, equipment, and supplies are acquired from persons or entities affiliated with the Network, the prices paid for such items shall be reasonable and fair to the School in

light of the nature of the items purchased and in all cases such materials, equipment and supplies shall be and remain property of the School, subject to any superceding liens or encumbrances; and

- (c) Designing, implementing, and monitoring professional development activities for the School's instructional personnel.

4.2 Management and Operation Services

The Network shall provide the following management and operation services to and on behalf of the School:

- (a) Generally managing the business administration of the School, including the preparation and maintenance of operating procedures of the School;
- (b) Managing personnel and payroll functions of the School for employees of the School, as more specifically described in Section 4.3 below;
- (c) Arranging for the contracting of services required by the School, which shall include but not necessarily be limited to, transportation, technology, auditing, custodial and food services, and which services shall be paid for in accordance with the appropriate line items in the School's budget;
- (d) Evaluating and identifying the School's facilities including making any improvements thereto as the Network shall deem necessary or appropriate for the attainment of the School's educational objectives;
- (e) Managing the purchasing or leasing of materials, supplies, and equipment for use at the School, provided that the items shall be and remain the property of the School; provided further that in the event the School intends to enter into a lease agreement with the Network, then such an agreement shall be separately documented and not be made a part of or incorporated into this Agreement and such lease agreement shall be separately negotiated by independent counsel representing the School;
- (f) Arranging for the contracting on behalf of the School for the provision of any other services or the acquisition of any other property, which the Network reasonably deems necessary to the attainment of the educational goals of the School;
- (g) Designing and implementing the School's student recruitment and enrollment procedures; and
- (h) Periodically providing students, parents, faculty members and other School stakeholders with written School information or materials,

provided that in all cases such communication must be prior-approved by the Board of Trustees or Principal, as applicable.

4.3 Human Resources and Employment-Related Services

The Network shall assist with the selection, training, and management of the educational and administrative staff of the School, including, determining, with the Principal, staff needs; recommending the hiring and firing of staff, as may be required from time to time (after approval from the Board of Trustees in the case of the Principal and with the Principal in the case of all other staff personnel); assisting the Board of Trustees in the case of the Principal and assisting the Principal in the case of all other staff personnel in setting compensation levels (subject to the requirements of applicable laws or regulations); directing the development and training of staff (in cooperation and consultation with the School administration); establishing procedures for hiring substitute staff so that the School is adequately staffed at all times; establishing personnel policies upon Board of Trustees approval; and establishing employment related administrative procedures, if any. The parties acknowledge and agree that, the principal, teachers, administrative and other staff of the School shall be employees of the School and not of the Network. The Network will also arrange for the administration of employee benefits for employees of the School.

4.4 Budgeting and Financial Reporting Services

Prior to the beginning of each fiscal year, the Network shall prepare with the Principal and submit to the Board of Trustees for its review a proposed annual budget for such fiscal year. The final annual budget, to the extent that the Network in its reasonable discretion considers it financially prudent and in the educational interests of the School students to do so, shall incorporate any amendments and revisions proposed by the Board of Trustees, provided that said amendments and revisions do not prevent the School from fully compensating the Network for the educational management and operations services performed under this Agreement. The Network shall discuss with the Board of Trustees or its designee any amendments or revisions proposed by the Board of Trustees that the Network does not reasonably consider prudent to incorporate. The Network and the Board of Trustees or its designee shall come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board of Trustees for its approval.

The Network shall also provide other budgets, financial reports, and financial statements to the Board of Trustees as may be required by the Charter Contract or applicable law and regulations, including:

- (a) Within 45 days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;

- (b) From time to time upon the request of the Board of Trustees, but no less frequent than on a quarterly basis, a financial statement that provides a detail of budget to actual revenues and expenditures, with an explanation of variances;

The Network shall also cooperate with the auditors retained by the Board of Trustees to prepare annual audited financial statements of the School. The Network shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year.

4.5 Procurement of Insurance

The Network shall procure and maintain for itself and separately, on behalf of the School, insurance policies covering commercial liability, worker's compensation, directors and officers liability coverage, and any other insurance required by applicable law or by any agreement to which the Network or the School is a party.

4.6 Funding of Operating Deficits

In the event that the cash receipts of the School are insufficient to fund all of the cash expenditures required to be made by or on behalf of the School for any fiscal year, the Network may advance funds to the School (any such advance being referred to herein as an "Operating Deficit Contribution"). Such Operating Deficit Contribution, if any, shall accumulate no interest.

4.7 Charter School Performance Standard

Provided that the Board of Trustees and the School administration support the recommendations made by the Network with respect to material educational, operational, financial, and employment-related matters affecting the School (and the implementation, management, and assessment of same), the Network warrants that the School shall attain, during or prior to the last year of the term of its First Charter, the academic performance standards committed to in its First Charter or, alternatively, its students shall attain a level of academic performance, as measured by the outcome of standardized, local, national, or state-wide testing, which exceeds the average performance of students of comparable socioeconomic background in the School's district.

5. OBLIGATIONS OF THE CHARTER SCHOOL

The School, acting through its Board, shall be obligated to perform the following duties or services:

5.1 Approval of School Policies

The School shall cooperate with the Network in the preparation of broad policies of the School, which shall be consistent with the Charter Contract.

5.2 Maintenance of Charter Contract

The School shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting the Charter Contract, are fully complied with at all times. If the School shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter Contract, the Act, or any provision of any applicable law or regulation, the School shall immediately notify the Network of the asserted violation and shall thereafter work diligently with the Network to determine whether such asserted violation in fact exists, to correct any violation found to exist, and to vigorously contest the asserted violation if the same is found not to exist.

5.3 Payment of the Network Fee

As compensation to the Network for the services rendered to the School pursuant to this Agreement, the School shall pay to the Network an amount each year equal to the product of (x) the total full-time equivalent enrollment of students in the School as defined under Section 119.1 of the New York State Commissioner of Education Regulations multiplied by (y) one thousand two hundred forty-two dollars and eighty-eight cents (\$1242.88) (the "Per Pupil Fee"), provided that the Per Pupil Fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Expense Per Pupil for charter schools in the New York City school district as calculated by the New York State Education Department annually, commencing with and including the 2008-2009 school year (the product of (x) multiplied by the Per Pupil Fee, the "the Network Fee"), such that the Per Pupil Fee shall equal 9.9975% of the New York City's Final Adjusted Expense Per Pupil. The Network Fee shall be payable to the Network bi-monthly on or before the first business day of July, September, November, January, March, and May, with appropriate adjustments made on a bi-monthly basis to reflect actual student enrollment changes. Solely for purposes of determining the bimonthly payments to the Network prior to the fall opening of the School in any fiscal year, the total student enrollment projected in the final Board approved budget for the fiscal year will be utilized. Any Network Fee, or portion thereof, not paid within thirty (30) days of its due date shall bear interest at an annualized rate of 7.5% per annum on the outstanding past due amount, provided that such past due payments are not as a result of the New York City Department of Education's failure to timely remit the Adjusted Expense Per Pupil to the Charter School.

In the event of any material change in the level or scope of the Network's services required under this Agreement due to a change in the School's key design

elements, curriculum, programs, operation, or any other reason, the parties will negotiate in good faith an appropriate adjustment in the Network Fee to reflect the additional services to be provided by the Network, except that no material change affecting the Network Fee shall be made to the key design elements without the mutual consent of the Board and the Network.

It is understood by both parties that all expenses incurred by the Network and its employees in the performance of this Agreement shall be included in the Network Fee and shall not be reimbursable to the Network from the Charter School except as provided for in section 5.4 below; provided, however, that in the event that the Network and the Charter School enter into a separate agreement or agreements whereby the Charter School commits to reimbursing the Network for certain expenses, this section shall not apply to such reimbursable expenses.

5.4 Reimbursement of Expenses

The following expenses incurred by the Network shall be subject to reimbursement by the School:

- (a) All books, curriculum, furniture, technology, supplies or other property that is delivered to the School;
- (b) All software for computers located at the School;
- (c) All insurance purchased for the benefit of the School;
- (d) All advertising purchased for the benefit of the School;

The Reimbursement Payment shall be due on the same days the Network Fee is due and shall be subject to the same provisions with respect to late payment. The Network shall advise the School of the amount of the Reimbursement Payment ten (10) days prior to the date on which it is due.

6. TAX STATUS

Both the Network and the School shall take all reasonable steps to maintain status as a tax-exempt organization under federal and state law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration pursuant to Section 8 of this Agreement, the School and the Network shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. If the Board of Trustees and the Network conclude it is appropriate to do so, the School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax-deductible contributions in support of the School and/or of education generally.

7. EFFECTIVE DATE AND DURATION

- 7.1 This Agreement shall take effect upon (a) the agreement of both parties, and (b) the approval by the applicable Authorizer of the Charter (or its approval by operation of law) pursuant to subdivision 2852(5-a) or (5-b) of the Act.
- 7.2 Provided that the School satisfies the academic performance results set forth in the First Charter by the close of the term of this Agreement, which shall be June 30, this Agreement may automatically renew for four (4) successive one (1) year renewal periods, except that the Board of Trustees, by majority vote, may terminate renewal of this Agreement. The parties hereto agree to commence negotiations regarding renewal of this Agreement no later than 90 (ninety) days before the expiration of this Agreement (the end of the fifth year of the agreement).
- 7.3 In the event this Agreement is not renewed for any reason, then the School shall pay to the Network any and all deferred or otherwise owed Network Fees, Operating Deficits Contributions, or any other compensation accrued under or in connection with this Agreement. Such fees shall be paid ratably to the Network on a monthly basis within a 48 month period, but in no event shall monthly payments to the Network be less than seventy-five percent (75%) of monthly payments then currently paid by the School to any other education management company, staff trainer, consultant, curriculum developer, or provider of central services.
- 7.4 If it is determined that the School shall close, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process under the advisement of the Treasurer of the Board of Trustees. This process shall include notification to parents of children currently enrolled in the School.

The School will work closely with appropriate representatives of the district of location, the New York City Department of Education (NYC DOE), to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending the School will be sent to the NYC DOE. The School will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, the School will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children. School representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding educational services

for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property which the School has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of the School shall be transferred to another charter school within the New York City School District.

The School will establish an escrow account of no less than \$75,000 to pay for legal and audit expenses that would be associated with dissolution should it occur. The account will be created over the School's first three years of instruction in increments of \$25,000 each year.

8. TERMINATION

8.1 This Agreement may be terminated for any reason by the School with 60 days notice and by the Network with 180 days notice.

8.2 This Agreement may also be terminated under the following conditions:

- (a) If the Network shall under such laws as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed; or if by any act it shall indicate its consent to, approval of, or acquiescence in any such proceeding, or the appointment of any receiver, intervenor, conservator or trustee for it or any substantial part of its property or shall suffer any of the same to continue undischarged; or if it shall become subject to any intervention whatsoever that shall deprive it of the management of the aggregate of its property or any substantial part thereof; or if it shall wind up or liquidate its affairs or there shall be issued a warrant of attachment, execution, or similar process against any substantial part of its property, and such warrant, execution or process shall remain undismissed, unbounded or undischarged for a period of ninety (90) days, this Agreement shall be deemed immediately terminated upon the occurrence of such event.
- (b) If the Network is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has permanently revoked any license which may be required for the Network to carry on its business and perform its obligations and functions under

this Agreement, this Agreement shall be deemed immediately terminated upon the occurrence of such event.

- (c) If there shall occur or shall become known to either party an intentional material breach of the other's obligations, representation, or warranties under this Agreement, including, without limitation, the improper delay or non-payment of the Network Fee, such party may terminate this Agreement upon ninety (90) days written notice to the other provided that the other party may prevent termination by curing such breach within ninety (90) days of receipt of such written notice.
- (d) If there shall become known to the Board of Trustees at any time after the effective day of this Agreement an intentional material breach of the Network's obligations under this Agreement which, in the Board of Trustees' reasonable judgment, jeopardizes the safety, health, or well-being of the students at the School, the Board of Trustees shall have the right to terminate this Agreement immediately.
- (e) The Network shall have the right to terminate this Agreement, on thirty (30) days prior written notice to the Board of Trustees, in the event that performance of its obligations hereunder is made impossible or impracticable by circumstances beyond the Network's control.
- (f) The Network and/or the School may terminate said agreement for cause at any time by unanimous vote of either of the entities' boards. Such termination is subject to the stipulations of item 9.2 and following.

8.2 Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

- (a) The School shall have the right to use the Network Proprietary Information, as defined under Section 9 hereof, then currently in use by the School, until the last day of the then current school year. The School may continue to use the Network Proprietary Information indefinitely thereafter for a reasonable annual fee that shall be agreed by the Parties or, failing that, determined by an arbitrator pursuant to the arbitration provisions herein, which fee shall not exceed 20% of the Network Fee that would otherwise be payable were this Agreement still in place;
- (b) The Network shall provide the School with all student records, financial reports, employee records, and other School data in the Network's possession and not currently in possession by the Board of Trustees; and

- (c) The Network shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to the Network all fees, expenses and other costs of the Network consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.
- 8.3 In the event that this Agreement is terminated or not renewed at a time when the Network has loaned funds to the School, guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to the Network until the first date on which such loan has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to the Network, all in accordance with the term therein.
- 8.4 In the event of termination, neither Party shall have any further obligations to the other hereunder except those which cannot be disclaimed by law, liability for amounts accrued and unpaid hereunder, and obligations expressly stated to be effective after the termination hereof.
- 8.5 In the event to Termination, the Network may require the School to take such steps as shall be necessary to make clear to the public that the School is no longer associated with the Network and those schools associated with the Network.

9. PROPRIETARY INFORMATION

- 9.1 The School agrees that the Network and its affiliates shall own all trademark, copyright, and other proprietary rights (collectively the "Intellectual Property Rights"), whether developed before or after the date of this Agreement, in and to all instructional materials, training materials, curriculum and lesson plans, instructional and management methods, and any other materials and methods developed or provided in whole or in part by the Network, its employees, agents or subcontractors, and any person working under the Network's direction (collectively the "the Network Proprietary Information"). During the term of this Agreement and after its termination, the School shall maintain all the Network Proprietary Information and written and oral ideas, information or designs disclosed to the School, in confidence, and shall not disclose, publish, copy, transmit, modify, alter, or use in any fashion the Network Proprietary Information other than to the extent necessary for implementation of this Agreement. During the term of this Agreement and after its termination, the School shall take reasonable measures to assure that no School employees or agents disclose,

publish, copy, transmit, modify, alter, or use such confidential information or the Network Proprietary Information other than in accordance with this Agreement.

- 9.2 The School agrees that the Network shall own all intellectual property rights in all material that is developed by the parties together or by any employee or consultant of the School pursuant to this Agreement. The School agrees that it will take reasonable measures to ensure that all contributions of its employees or consultants to such materials will constitute a "work made for hire" within the meaning of the Copyright Act of 1976, 17 U.S.C. 101. In the event that such works may not constitute a "work made for hire," the School agrees to cause the applicable employee or consultant to execute an assignment of his or her rights in such contribution to the Network.

10. INDEMNIFICATION

10.1 Liability

The Network shall not be liable for any act or omission resulting in loss or damage to the School or the Board of Trustees, or any of their respective affiliates, except to the extent that such loss or damage is caused by the gross negligence or willful misconduct of the Network. The Network makes no representation or warranty of successful management or operation of the School by the Network. The liability of the Network, if any, under this Agreement shall under no circumstances extend to indirect or consequential damages. Under no circumstances shall the Network have any liability under this Agreement for any action taken by it at the direction of, or specifically approved by, the Board, except to the extent that the Network shall have been grossly negligent or engaged in willful misconduct in the carrying out of such instructions.

10.2 Indemnification by Charter School

The School shall indemnify and hold harmless the Network and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Network Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities losses, damages, costs and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "the Network Claims") arising out of or as a result of any action taken or not taken by the Network or any of the Network Indemnities pursuant to this Agreement; in connection with any material noncompliance by the Network with any agreements, covenants, warranties, or undertakings of the Network contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the Network contained in or made pursuant to this Agreement, other than the Network Claims arising out of or as a result of the gross negligence, recklessness or willful misconduct of the Network. In addition, the School shall reimburse the Network for any and all legal expenses

and costs associated with the defense of any the Network Claim other than the Network Claims arising out of the gross negligence, recklessness, or willful misconduct of the Network.

10.3 Indemnification by the Network

The Network shall indemnify and hold harmless the School and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Charter School Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities, losses, damages, costs, and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "Charter School Claims") arising out of or as a result of any action taken or not taken by the School or any of the Charter School Indemnitees pursuant to this Agreement; in connection with any material noncompliance by the School with any agreements, covenants, warranties, or undertakings of the School contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the School contained in or made pursuant to this Agreement, other than Charter School Claims arising out of or as a result of the gross negligence, recklessness, or willful misconduct of the Charter School. In addition, the Network shall reimburse the School for any and all legal expenses and costs associated with the defense of any Charter School Claim other than Charter School Claims arising out of the gross negligence, recklessness, or willful misconduct of the Charter School.

11. ARBITRATION

11.1 General

Any controversy or claim arising out of or relating to this Agreement or the breach hereof shall be finally settled by arbitration. The arbitration shall be held in New York, New York and shall be conducted in accordance with the Rules of the American Arbitration Association ("AAA") in effect at the time of the arbitration.

12. MISCELANEOUS PROVISIONS

12.1 Notices

All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either party may designate from time to time.

If to the Charter School, to:

Gideon Stein, Chairman
c/o Argyle Holdings, LLC

57 Warren Street, 3rd Floor
New York, NY 10007

With a copy to:

Stacey Apatov, Principal
Harlem Success Academy Charter School 5
301 West 140th Street
New York, NY 10030

If to the Network, to:

Eva Moskowitz, CEO
Success Charter Network
34 West 118th Street, 2nd Floor
New York, NY 10026

12.2 Governing Law

The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any right or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of New York (other than the provisions thereof relating to conflicts of law).

12.3 Enforceability and Validity of Certain Provisions

If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

12.4 Entire Agreement

This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supercedes all prior agreements or understandings, written or oral, in respect thereof.

12.5 Waiver

The failure by either party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

12.6 Succession

The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.

12.7 Assignment

This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that the Network may assign this Agreement in connection with a sale, merger, or other transaction in which all or substantially all the assets of the Network are sold or exchanged. Both Parties acknowledge that an assignment of this Agreement by either party may constitute a revision of the First Renewal Charter and may require approval by the SUNY Trustees pursuant to the Act.

12.8 Form of Execution

This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

12.9 Compliance with Law

Each of the School, including its Board of Trustees and staff, and the Network shall manage and operate the School, and shall conduct all of its affairs in compliance with all applicable federal, state, and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment.

12.10 FERPA

The School hereby designates employees of the Network, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. 5 1232g, the

Family Educational Rights and Privacy Act ("FERPA"). The Network, its officers, and employees shall comply with FERPA at all times.

12.11 Access to Records

The Network and its employees, officers, and representatives shall have access at all times to the properties, books, and records of the School. The School shall furnish such information and documents in its possession relating to the School as the Network may request in its sole discretion. The School shall have access at all times to the properties, books, and records of the School. the Network shall furnish such properties, books, and records in its possession to the School as the school may request.

12.12 Relationship of Parties

The Network and its employees shall serve as independent contractors in rendering services under this Agreement and are not and shall not be the employees or servants of the School or the Board of Trustees. The Network may act as an agent of the School or the Board of Trustees in conducting transactions necessary for the operation of the School. Notwithstanding any other provision of this Agreement, the parties hereto understand and agree that the Network shall be required only to devote such of its resources to providing the services called for by this Agreement as are reasonably necessary and appropriate to the discharge thereof. The School expressly acknowledges that the Network shall not be required to apply its full resources to the performance of this Agreement.

12.13 Absence of Partnership

Neither this Agreement nor any arrangement contemplated hereby shall create the relationship of partners, joint ventures, or principal and agent between the Parties hereto or any of their respective affiliates, except as the parties expressly agree otherwise in writing. None of the parties hereto has any authority to represent or bind the other parties in any manner whatsoever.

12.14 Further Actions

Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other party hereto to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

12.15 Entire Agreement

This Agreement is the entire agreement of the parties with respect to the subject matter hereof and supersedes all other prior agreements, understandings, statements, representations, and warranties, oral or written, express or implied,

between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

12.16 Delegation of Authority

Nothing in the Agreement shall be construed as delegating to the Network any of the powers or authority of the School, which are not subject to delegation by the School under New York law.

12.17 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

This Agreement contains a binding arbitration provision which may be enforced by the Parties.

Success Charter Network, Inc.

By: _____

Title: _____

Date: _____

Harlem Success Academy Charter School 5

By: _____

Title: _____

Date: _____

between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

12.16 Delegation of Authority

Nothing in the Agreement shall be construed as delegating to the Network any of the powers or authority of the School, which are not subject to delegation by the School under New York law.

12.17 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

This Agreement contains a binding arbitration provision which may be enforced by the Parties.

Success Charter Network, Inc.

By: _____

Title: _____

Date: _____

Harlem Success Academy Charter School 5

By:

Title: Chairman

Date: _____

Academic and Business Services Agreement

By and Between

The Success Charter Network, Inc.

and

Bronx Success Academy Charter School 1

This academic and business services agreement (the "Agreement") is made and entered into as of 6/29/10 (the "Effective Date") by and between The Success Charter Network, Inc., a Delaware not for profit corporation ("the Network") and Bronx Success Academy Charter School 1, a New York education corporation (the "School," and the School together with the Network, each a "Party" and collectively the "Parties").

Whereas, the Network is a charter management organization with the qualifications, experience, and expertise necessary to effectively manage charter schools;

Whereas, the Authorizer (as defined below) granted the School authority to operate a charter school;

Whereas, the School is entering in to this Agreement with the Network in order to meet its obligations under the Charter Contract (defined below), especially its commitment to providing a high-quality education for its students;

Whereas, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

Whereas, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

Now, therefore, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Authorizer" means the State Education Department.

"Board of Trustees" means the Board of Trustees of the School.

“Charter Contract” means the School’s contract with the Authorizer, which authorizes the Board of Trustees to organize and operate the School, and which includes the final charter application.

“Charter School Law” means the laws permitting the creation of charter schools in the State of New York and governing the development and operation of charter schools in the State of New York, including the *New York Charter Schools Act of 1998*, as amended.

“Effective Date” has the meaning set forth in the recitals.

“Facility” means a building or other structure of sufficient size to house the actual and anticipated enrollment level of the School, suitable for use by the School, and meeting all applicable building codes, zoning ordinances and laws, environment laws and regulations, the Charter Contract, and all other laws and regulations applicable to the operation of the School.

The **“Marks”** refer to the “Bronx Success Academy 1” and “Success Academy” trademarks.

The **“Network”** has the meaning set forth in the recitals.

The **“Network School Model”** means the school model based on the Network curriculum, described in the Charter Contract.

“Party” and “Parties” have the meaning set forth in the recitals.

“Principal” means the employee of the School responsible for the day-to-day academic program of the School.

“Proprietary Information” means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed in whole or in part by the Network, its employees, agents, or subcontractors.

“Regulatory Authority” means any United States federal, State, or local government, or political subdivision thereof, any authority, agency, or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory, or taxing authority or power, any court or tribunal (or any department, bureau, or division thereof), any arbitrator or arbitral body, or any similar body.

“Reimbursement Payment” means reimbursement payments for certain expenses incurred by the Network on behalf of the School.

“School” has the meaning set forth in the recitals.

“State” means New York State.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of the Network

The Network represents and warrants as follows:

- (a) Organization and Status. The Network is a non-stock, not for profit corporation duly organized under the laws of the state of Delaware, with the purpose and legal ability to contract to provide educational management services. The Network shall notify the School of any change in its corporate status. The Network shall not change its corporate status such that this Agreement is materially affected.
- (b) Authority. The Network is authorized to do business in the State. The Network has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of the Network, enforceable against the Network in accordance with its terms.
- (c) Full Disclosure. No representation or warranty of the Network herein and no statement, information, or certificate furnished or to be furnished by the Network pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (d) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority to which the Network is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the Network. No such judgment, order, decree, or award has been entered against the Network which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority involving the Network which will or may reasonably be expected to prevent or hamper the performance of the agreements of the Network contemplated by this agreement.
- (e) Ability. The Network, its personnel and subcontractors, being employed and/or used, or to be employed and/or used, by the Network, for the performance of its obligations hereunder are qualified, experienced, and

have expertise to carry out the management services provided for herein with all necessary professional skill, care, and diligence.

- (f) Ownership of Marks, Proprietary Information, and the Network School Model. The Network is the owner of and has the right to use and license to the School, or permit the School to use, as provided herein, the Marks, Proprietary Information and the Network School Model, and such ownership, use, or license does not infringe upon the rights of any third party.
- (g) Conduct of the Network. The Network has complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the Network, which include, but are not limited to the Internal Revenue code, the non-profit corporation law of Delaware and the Charter Schools Law. The Network has maintained and will maintain adequate records of the activities and decisions of the Network to ensure and document compliance with all such laws and regulations.

2.2 Representations and Warranties of the School

The School represents and warrants as follows:

- (a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of the New York, with the purpose and legal ability to contract to operate a charter school and to contract for education management services. The School is recognized by the Internal Revenue Service as a tax exempt organization.
- (b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.
- (c) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the School. No such judgment, order, decree, or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent

or hamper the consummation of the agreements contemplated by this Agreement.

- (d) Full Disclosure. No representation or warranty of the School herein and no statement, information, or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (e) Conduct of the School and the Board of Trnstees. The School has materially complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the non-for-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. Any lack of compliance shall not be attributable to the Network. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide the Network with copies of all such records, and to allow the Network to, at the Network's discretion, assist with the preparation and retention of such records.
- (f) Due Authorization. The Board of Trustees is authorized to organize and operate the School and the School is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Except as so delegated to the Network herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter Contract.

3. AUTHORITY

3.1 Delegation of Authority to the Network

The School hereby authorizes the Network to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being understood that, at all times, the Network remains accountable and subject to the oversight of the School. The School also authorizes the Network to take such reasonable other actions that may not be expressly set forth in this Agreement, but which are implicit in this Agreement and are necessary in the Network's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws, and the annual School budget approved by the Board of Trustees.

3.2 The Network's Authority to Subcontract

Except to the extent prohibited by law of this Agreement, the Network may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge the Network from any obligation or liability under this Agreement.

3.3 Authorizer Authority

Nothing in this Agreement shall be construed in any way to limit the authority of the State Education Department, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF THE NETWORK

In order to assist the School in carrying out the terms of the Charter Contract, the Network agrees to provide the educational management and operational services set forth under this Section, and in connection therewith, shall have the right to direct the following duties, in consultation and communication with the Board of Trustees and/or the School administration on key matters:

4.1 Education and Instruction-Related Services

The Network shall provide the following education and instruction-related services to and on behalf of the Charter School, all of which shall be researched-based and rooted in sound educational philosophy:

- (a) Designing the educational programs and programs of instruction including rules and requirements relating to student admissions, student records, access to equal educational opportunities, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs;
- (b) Selecting and acquiring instructional and curricular materials, equipment and supplies, which may be acquired from affiliated or unaffiliated entities; provided, however, that if such materials, equipment, and supplies are acquired from persons or entities affiliated with the Network, the prices paid for such items shall be reasonable and fair to the School in

light of the nature of the items purchased and in all cases such materials, equipment and supplies shall be and remain property of the School, subject to any superceding liens or encumbrances; and

- (c) Designing, implementing, and monitoring professional development activities for the School's instructional personnel.

4.2 Management and Operation Services

The Network shall provide the following management and operation services to and on behalf of the School:

- (a) Generally managing the business administration of the School, including the preparation and maintenance of operating procedures of the School;
- (b) Managing personnel and payroll functions of the School for employees of the School, as more specifically described in Section 4.3 below;
- (c) Arranging for the contracting of services required by the School, which shall include but not necessarily be limited to, transportation, technology, auditing, custodial and food services, and which services shall be paid for in accordance with the appropriate line items in the School's budget;
- (d) Evaluating and identifying the School's facilities including making any improvements thereto as the Network shall deem necessary or appropriate for the attainment of the School's educational objectives;
- (e) Managing the purchasing or leasing of materials, supplies, and equipment for use at the School, provided that the items shall be and remain the property of the School; provided further that in the event the School intends to enter into a lease agreement with the Network, then such an agreement shall be separately documented and not be made a part of or incorporated into this Agreement and such lease agreement shall be separately negotiated by independent counsel representing the School;
- (f) Arranging for the contracting on behalf of the School for the provision of any other services or the acquisition of any other property, which the Network reasonably deems necessary to the attainment of the educational goals of the School;
- (g) Designing and implementing the School's student recruitment and enrollment procedures; and
- (h) Periodically providing students, parents, faculty members and other School stakeholders with written School information or materials,

provided that in all cases such communication must be prior-approved by the Board of Trustees or Principal, as applicable.

4.3 Human Resources and Employment-Related Services

The Network shall assist with the selection, training, and management of the educational and administrative staff of the School, including, determining, with the Principal, staff needs; recommending the hiring and firing of staff, as may be required from time to time (after approval from the Board of Trustees in the case of the Principal and with the Principal in the case of all other staff personnel); assisting the Board of Trustees in the case of the Principal and assisting the Principal in the case of all other staff personnel in setting compensation levels (subject to the requirements of applicable laws or regulations); directing the development and training of staff (in cooperation and consultation with the School administration); establishing procedures for hiring substitute staff so that the School is adequately staffed at all times; establishing personnel policies upon Board of Trustees approval; and establishing employment related administrative procedures, if any. The parties acknowledge and agree that, the principal, teachers, administrative and other staff of the School shall be employees of the School and not of the Network. The Network will also arrange for the administration of employee benefits for employees of the School.

4.4 Budgeting and Financial Reporting Services

Prior to the beginning of each fiscal year, the Network shall prepare with the Principal and submit to the Board of Trustees for its review a proposed annual budget for such fiscal year. The final annual budget, to the extent that the Network in its reasonable discretion considers it financially prudent and in the educational interests of the School students to do so, shall incorporate any amendments and revisions proposed by the Board of Trustees, provided that said amendments and revisions do not prevent the School from fully compensating the Network for the educational management and operations services performed under this Agreement. The Network shall discuss with the Board of Trustees or its designee any amendments or revisions proposed by the Board of Trustees that the Network does not reasonably consider prudent to incorporate. The Network and the Board of Trustees or its designee shall come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board of Trustees for its approval.

The Network shall also provide other budgets, financial reports, and financial statements to the Board of Trustees as may be required by the Charter Contract or applicable law and regulations, including:

- (a) Within 45 days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;

- (b) From time to time upon the request of the Board of Trustees, but no less frequent than on a quarterly basis, a financial statement that provides a detail of budget to actual revenues and expenditures, with an explanation of variances;

The Network shall also cooperate with the auditors retained by the Board of Trustees to prepare annual audited financial statements of the School. The Network shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year.

4.5 Procurement of Insurance

The Network shall procure and maintain for itself and separately, on behalf of the School, insurance policies covering commercial liability, worker's compensation, directors and officers liability coverage, and any other insurance required by applicable law or by any agreement to which the Network or the School is a party.

4.6 Funding of Operating Deficits

In the event that the cash receipts of the School are insufficient to fund all of the cash expenditures required to be made by or on behalf of the School for any fiscal year, the Network may advance funds to the School (any such advance being referred to herein as an "Operating Deficit Contribution"). Such Operating Deficit Contribution, if any, shall accumulate no interest.

4.7 Charter School Performance Standard

Provided that the Board of Trustees and the School administration support the recommendations made by the Network with respect to material educational, operational, financial, and employment-related matters affecting the School (and the implementation, management, and assessment of same), the Network warrants that the School shall attain, during or prior to the last year of the term of its First Charter, the academic performance standards committed to in its First Charter or, alternatively, its students shall attain a level of academic performance, as measured by the outcome of standardized, local, national, or state-wide testing, which exceeds the average performance of students of comparable socioeconomic background in the School's district.

5. OBLIGATIONS OF THE CHARTER SCHOOL

The School, acting through its Board, shall be obligated to perform the following duties or services:

5.1 Approval of School Policies

The School shall cooperate with the Network in the preparation of broad policies of the School, which shall be consistent with the Charter Contract.

5.2 Maintenance of Charter Contract

The School shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting the Charter Contract, are fully complied with at all times. If the School shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter Contract, the Act, or any provision of any applicable law or regulation, the School shall immediately notify the Network of the asserted violation and shall thereafter work diligently with the Network to determine whether such asserted violation in fact exists, to correct any violation found to exist, and to vigorously contest the asserted violation if the same is found not to exist.

5.3 Payment of the Network Fee

As compensation to the Network for the services rendered to the School pursuant to this Agreement, the School shall pay to the Network an amount each year equal to the product of (x) the total full-time equivalent enrollment of students in the School as defined under Section 119.1 of the New York State Commissioner of Education Regulations multiplied by (y) one thousand two hundred forty-two dollars and eighty-eight cents (\$1242.88) (the "Per Pupil Fee"), provided that the Per Pupil Fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Expense Per Pupil for charter schools in the New York City school district as calculated by the New York State Education Department annually, commencing with and including the 2008-2009 school year (the product of (x) multiplied by the Per Pupil Fee, the "the Network Fee"), such that the Per Pupil Fee shall equal 9.9975% of the New York City's Final Adjusted Expense Per Pupil. The Network Fee shall be payable to the Network bi-monthly on or before the first business day of July, September, November, January, March, and May, with appropriate adjustments made on a bi-monthly basis to reflect actual student enrollment changes. Solely for purposes of determining the bimonthly payments to the Network prior to the fall opening of the School in any fiscal year, the total student enrollment projected in the final Board approved budget for the fiscal year will be utilized. Any Network Fee, or portion thereof, not paid within thirty (30) days of its due date shall bear interest at an annualized rate of 7.5% per annum on the outstanding past due amount, provided that such past due payments are not as a result of the New York City Department of Education's failure to timely remit the Adjusted Expense Per Pupil to the Charter School.

In the event of any material change in the level or scope of the Network's services required under this Agreement due to a change in the School's key design

elements, curriculum, programs, operation, or any other reason, the parties will negotiate in good faith an appropriate adjustment in the Network Fee to reflect the additional services to be provided by the Network, except that no material change affecting the Network Fee shall be made to the key design elements without the mutual consent of the Board and the Network.

It is understood by both parties that all expenses incurred by the Network and its employees in the performance of this Agreement shall be included in the Network Fee and shall not be reimbursable to the Network from the Charter School except as provided for in section 5.4 below; provided, however, that in the event that the Network and the Charter School enter into a separate agreement or agreements whereby the Charter School commits to reimbursing the Network for certain expenses, this section shall not apply to such reimbursable expenses.

5.4 Reimbursement of Expenses

The following expenses incurred by the Network shall be subject to reimbursement by the School:

- (a) All books, curriculum, furniture, technology, supplies or other property that is delivered to the School;
- (b) All software for computers located at the School;
- (c) All insurance purchased for the benefit of the School;
- (d) All advertising purchased for the benefit of the School;

The Reimbursement Payment shall be due on the same days the Network Fee is due and shall be subject to the same provisions with respect to late payment. The Network shall advise the School of the amount of the Reimbursement Payment ten (10) days prior to the date on which it is due.

6. TAX STATUS

Both the Network and the School shall take all reasonable steps to maintain status as a tax-exempt organization under federal and state law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration pursuant to Section 8 of this Agreement, the School and the Network shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. If the Board of Trustees and the Network conclude it is appropriate to do so, the School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax-deductible contributions in support of the School and/or of education generally.

7. EFFECTIVE DATE AND DURATION

- 7.1 This Agreement shall take effect upon (a) the agreement of both parties, and (b) the approval by the applicable Authorizer of the Charter (or its approval by operation of law) pursuant to subdivision 2852(5-a) or (5-b) of the Act.
- 7.2 Provided that the School satisfies the academic performance results set forth in the First Charter by the close of the term of this Agreement, which shall be June 30, this Agreement may automatically renew for four (4) successive one (1) year renewal periods, except that the Board of Trustees, by majority vote, may terminate renewal of this Agreement. The parties hereto agree to commence negotiations regarding renewal of this Agreement no later than 90 (ninety) days before the expiration of this Agreement (the end of the fifth year of the agreement).
- 7.3 In the event this Agreement is not renewed for any reason, then the School shall pay to the Network any and all deferred or otherwise owed Network Fees, Operating Deficits Contributions, or any other compensation accrued under or in connection with this Agreement. Such fees shall be paid ratably to the Network on a monthly basis within a 48 month period, but in no event shall monthly payments to the Network be less than seventy-five percent (75%) of monthly payments then currently paid by the School to any other education management company, staff trainer, consultant, curriculum developer, or provider of central services.
- 7.4 If it is determined that the School shall close, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process under the advisement of the Treasurer of the Board of Trustees. This process shall include notification to parents of children currently enrolled in the School.

The School will work closely with appropriate representatives of the district of location, the New York City Department of Education (NYC DOE), to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending the School will be sent to the NYC DOE. The School will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, the School will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children. School representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding educational services

for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property which the School has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of the School shall be transferred to another charter school within the New York City School District.

The School will establish an escrow account of no less than \$75,000 to pay for legal and audit expenses that would be associated with dissolution should it occur. The account will be created over the School's first three years of instruction in increments of \$25,000 each year.

8. TERMINATION

8.1 This Agreement may be terminated for any reason by the School with 60 days notice and by the Network with 180 days notice.

8.2 This Agreement may also be terminated under the following conditions:

- (a) If the Network shall under such laws as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed; or if by any act it shall indicate its consent to, approval of, or acquiescence in any such proceeding, or the appointment of any receiver, intervenor, conservator or trustee for it or any substantial part of its property or shall suffer any of the same to continue undischarged; or if it shall become subject to any intervention whatsoever that shall deprive it of the management of the aggregate of its property or any substantial part thereof; or if it shall wind up or liquidate its affairs or there shall be issued a warrant of attachment, execution, or similar process against any substantial part of its property, and such warrant, execution or process shall remain undismissed, unbounded or undischarged for a period of ninety (90) days, this Agreement shall be deemed immediately terminated upon the occurrence of such event.
- (b) If the Network is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has permanently revoked any license which may be required for the Network to carry on its business and perform its obligations and functions under

this Agreement, this Agreement shall be deemed immediately terminated upon the occurrence of such event.

- (c) If there shall occur or shall become known to either party an intentional material breach of the other's obligations, representation, or warranties under this Agreement, including, without limitation, the improper delay or non-payment of the Network Fee, such party may terminate this Agreement upon ninety (90) days written notice to the other provided that the other party may prevent termination by curing such breach within ninety (90) days of receipt of such written notice.
- (d) If there shall become known to the Board of Trustees at any time after the effective day of this Agreement an intentional material breach of the Network's obligations under this Agreement which, in the Board of Trustees' reasonable judgment, jeopardizes the safety, health, or well-being of the students at the School, the Board of Trustees shall have the right to terminate this Agreement immediately.
- (e) The Network shall have the right to terminate this Agreement, on thirty (30) days prior written notice to the Board of Trustees, in the event that performance of its obligations hereunder is made impossible or impracticable by circumstances beyond the Network's control.
- (f) The Network and/or the School may terminate said agreement for cause at any time by unanimous vote of either of the entities' boards. Such termination is subject to the stipulations of item 9.2 and following.

8.2 Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

- (a) The School shall have the right to use the Network Proprietary Information, as defined under Section 9 hereof, then currently in use by the School, until the last day of the then current school year. The School may continue to use the Network Proprietary Information indefinitely thereafter for a reasonable annual fee that shall be agreed by the Parties or, failing that, determined by an arbitrator pursuant to the arbitration provisions herein, which fee shall not exceed 20% of the Network Fee that would otherwise be payable were this Agreement still in place;
- (b) The Network shall provide the School with all student records, financial reports, employee records, and other School data in the Network's possession and not currently in possession by the Board of Trustees; and

- (c) The Network shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to the Network all fees, expenses and other costs of the Network consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.
- 8.3 In the event that this Agreement is terminated or not renewed at a time when the Network has loaned funds to the School, guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to the Network until the first date on which such loan has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to the Network, all in accordance with the term therein.
- 8.4 In the event of termination, neither Party shall have any further obligations to the other hereunder except those which cannot be disclaimed by law, liability for amounts accrued and unpaid hereunder, and obligations expressly stated to be effective after the termination hereof.
- 8.5 In the event to Termination, the Network may require the School to take such steps as shall be necessary to make clear to the public that the School is no longer associated with the Network and those schools associated with the Network.

9. PROPRIETARY INFORMATION

- 9.1 The School agrees that the Network and its affiliates shall own all trademark, copyright, and other proprietary rights (collectively the "Intellectual Property Rights"), whether developed before or after the date of this Agreement, in and to all instructional materials, training materials, curriculum and lesson plans, instructional and management methods, and any other materials and methods developed or provided in whole or in part by the Network, its employees, agents or subcontractors, and any person working under the Network's direction (collectively the "the Network Proprietary Information"). During the term of this Agreement and after its termination, the School shall maintain all the Network Proprietary Information and written and oral ideas, information or designs disclosed to the School, in confidence, and shall not disclose, publish, copy, transmit, modify, alter, or use in any fashion the Network Proprietary Information other than to the extent necessary for implementation of this Agreement. During the term of this Agreement and after its termination, the School shall take reasonable measures to assure that no School employees or agents disclose,

publish, copy, transmit, modify, alter, or use such confidential information or the Network Proprietary Information other than in accordance with this Agreement.

- 9.2 The School agrees that the Network shall own all intellectual property rights in all material that is developed by the parties together or by any employee or consultant of the School pursuant to this Agreement. The School agrees that it will take reasonable measures to ensure that all contributions of its employees or consultants to such materials will constitute a "work made for hire" within the meaning of the Copyright Act of 1976, 17 U.S.C. 101. In the event that such works may not constitute a "work made for hire," the School agrees to cause the applicable employee or consultant to execute an assignment of his or her rights in such contribution to the Network.

10. INDEMNIFICATION

10.1 Liability

The Network shall not be liable for any act or omission resulting in loss or damage to the School or the Board of Trustees, or any of their respective affiliates, except to the extent that such loss or damage is caused by the gross negligence or willful misconduct of the Network. The Network makes no representation or warranty of successful management or operation of the School by the Network. The liability of the Network, if any, under this Agreement shall under no circumstances extend to indirect or consequential damages. Under no circumstances shall the Network have any liability under this Agreement for any action taken by it at the direction of, or specifically approved by, the Board, except to the extent that the Network shall have been grossly negligent or engaged in willful misconduct in the carrying out of such instructions.

10.2 Indemnification by Charter School

The School shall indemnify and hold harmless the Network and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Network Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities losses, damages, costs and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "the Network Claims") arising out of or as a result of any action taken or not taken by the Network or any of the Network Indemnities pursuant to this Agreement; in connection with any material noncompliance by the Network with any agreements, covenants, warranties, or undertakings of the Network contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the Network contained in or made pursuant to this Agreement, other than the Network Claims arising out of or as a result of the gross negligence, recklessness or willful misconduct of the Network. In addition, the School shall reimburse the Network for any and all legal expenses

and costs associated with the defense of any the Network Claim other than the Network Claims arising out of the gross negligence, recklessness, or willful misconduct of the Network.

10.3 Indemnification by the Network

The Network shall indemnify and hold harmless the School and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Charter School Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities, losses, damages, costs, and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "Charter School Claims") arising out of or as a result of any action taken or not taken by the School or any of the Charter School Indemnitees pursuant to this Agreement; in connection with any material noncompliance by the School with any agreements, covenants, warranties, or undertakings of the School contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the School contained in or made pursuant to this Agreement, other than Charter School Claims arising out of or as a result of the gross negligence, recklessness, or willful misconduct of the Charter School. In addition, the Network shall reimburse the School for any and all legal expenses and costs associated with the defense of any Charter School Claim other than Charter School Claims arising out of the gross negligence, recklessness, or willful misconduct of the Charter School.

11. ARBITRATION

11.1 General

Any controversy or claim arising out of or relating to this Agreement or the breach hereof shall be finally settled by arbitration. The arbitration shall be held in New York, New York and shall be conducted in accordance with the Rules of the American Arbitration Association ("AAA") in effect at the time of the arbitration.

12. MISCELANEOUS PROVISIONS

12.1 Notices

All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either party may designate from time to time.

If to the Charter School, to:

Robert Reffkin, Chairman
c/o Goldman Sachs

200 West Street, 28th Floor
New York, NY 10282

With a copy to:

Michele Caracappa, Principal
Bronx Success Academy Charter School 1
510 East 141st Street
Bronx, NY 10454

If to the Network, to:

Eva Moskowitz, CEO
Success Charter Network
34 West 118th Street, 2nd Floor
New York, NY 10026

12.2 Governing Law

The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any right or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of New York (other than the provisions thereof relating to conflicts of law).

12.3 Enforceability and Validity of Certain Provisions

If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

12.4 Entire Agreement

This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supercedes all prior agreements or understandings, written or oral, in respect thereof.

12.5 Waiver

The failure by either party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

12.6 Succession

The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.

12.7 Assignment

This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that the Network may assign this Agreement in connection with a sale, merger, or other transaction in which all or substantially all the assets of the Network are sold or exchanged. Both Parties acknowledge that an assignment of this Agreement by either party may constitute a revision of the First Renewal Charter and may require approval by the SUNY Trustees pursuant to the Act.

12.8 Form of Execution

This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

12.9 Compliance with Law

Each of the School, including its Board of Trustees and staff, and the Network shall manage and operate the School, and shall conduct all of its affairs in compliance with all applicable federal, state, and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment.

12.10 FERPA

The School hereby designates employees of the Network, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. 5 1232g, the

Family Educational Rights and Privacy Act ("FERPA"). The Network, its officers, and employees shall comply with FERPA at all times.

12.11 Access to Records

The Network and its employees, officers, and representatives shall have access at all times to the properties, books, and records of the School. The School shall furnish such information and documents in its possession relating to the School as the Network may request in its sole discretion. The School shall have access at all times to the properties, books, and records of the School. the Network shall furnish such properties, books, and records in its possession to the School as the school may request.

12.12 Relationship of Parties

The Network and its employees shall serve as independent contractors in rendering services under this Agreement and are not and shall not be the employees or servants of the School or the Board of Trustees. The Network may act as an agent of the School or the Board of Trustees in conducting transactions necessary for the operation of the School. Notwithstanding any other provision of this Agreement, the parties hereto understand and agree that the Network shall be required only to devote such of its resources to providing the services called for by this Agreement as are reasonably necessary and appropriate to the discharge thereof. The School expressly acknowledges that the Network shall not be required to apply its full resources to the performance of this Agreement.

12.13 Absence of Partnership

Neither this Agreement nor any arrangement contemplated hereby shall create the relationship of partners, joint ventures, or principal and agent between the Parties hereto or any of their respective affiliates, except as the parties expressly agree otherwise in writing. None of the parties hereto has any authority to represent or bind the other parties in any manner whatsoever.

12.14 Further Actions

Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other party hereto to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

12.15 Entire Agreement

This Agreement is the entire agreement of the parties with respect to the subject matter hereof and supersedes all other prior agreements, understandings, statements, representations, and warranties, oral or written, express or implied,

between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

12.16 Delegation of Authority

Nothing in the Agreement shall be construed as delegating to the Network any of the powers or authority of the School, which are not subject to delegation by the School under New York law.

12.17 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

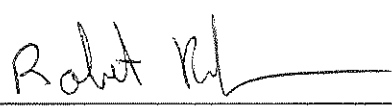
In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

This Agreement contains a binding arbitration provision which may be enforced by the Parties.

Success Charter Network, Inc.

By: 
Title: CEO, Success Charter Network
Date: 6/28/10

Bronx Success Academy Charter School I

By: 
Title: Chairman
Date: 6-28-2010

7. Proposal History

(a) Community Outreach

Explain and provide evidence of the following:

- the methods used to inform stakeholders in the intended community about the proposed charter school;
- the strategies used to solicit community input regarding the educational and programmatic needs of students and your proposal to meet those needs;
- the form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and
- the extent to which community input regarding the educational and programmatic needs of students was incorporated into the application.

The applicant and board of trustees of these proposed public charter schools have eagerly sought input from community leaders and parents in the community and plans to continuously solicit feedback. The applicant is using variety of methods to ensure the involvement of local stakeholders and opportunities to provide feedback on the proposed programming of the school.

All Success Charter Network (SCN) schools hold information sessions as part of the robust SCN student recruitment process each year. In order to present the key elements of the proposed public charter schools, Success Charter Network officials also attend community meetings to provide information to community members and solicit their feedback.

These community meetings were with Community Board 1, 2, and 3 of Brooklyn and the Community Education Councils for Districts 13 and 14 of Brooklyn. At these meetings, SCN officials discussed the schools' culture, mission, school district, target population, proposed grades, enrollment projections, and academic programming. At these meetings, there were opportunities for the community to provide comment on the proposal. Representatives from SCN responded to community questions about the school. A representative recorded notes from oral comments and also collected written comments from those who provided it. The Founding Group then reviewed the feedback. Individuals who could not attend these meetings were provided with contact information for Success Charter Network so that they could submit public comment.

The applicant has also reached out to elected officials who represent Districts 13 and 14. These elected officials include New York City Council Members, State Senators, Assembly members and Congressional representatives. In addition, the applicant has

reached out to the Community School District Superintendents as well as the presidents of the Community Education Councils and Community Boards of District 13 and 14.

Success Charter Network has already sent dated correspondence to elected officials, community organizations, community school district superintendents, Community Education Councils (CECs), and community boards informing them of our proposal to open three new public charter schools in Districts 13 and 14. These letters contained information about our charter application, school district, target population, proposed grades and enrollment, mission, description of academic program and the manner in which they can submit public comment.

Success Charter Network will also run advertisements in the local newspapers in Districts 13 and 14 both in print and online (where applicable). These advertisements will inform the community of our application, direct them to our website to learn more about our schools and provide them with contact information on how they can submit public comment.

The applicant has already secured significant community input prior to the submission of this proposal and will continue to solicit input as the application process proceeds. Success Charter Network collected more than 1,500 petition signatures for each proposed school from parents and community members in each school's respective district. Nearly 5,000 parents and community members support these new schools opening in their neighborhood.

Success Charter Network also has a strong track record of robust bilingual outreach, including knocking on doors and ensuring that everyone who wants to enter the lottery is informed. For the 2010-2011 school year, roughly 7,000 families applied to the Success Academy Charter Schools. The community has been voting with its feet and demanding better school options.

Comments Received:

Commenter highlighted that the school model seems like a great model, but wanted to know where exactly the school would be located. The commenter requested the specific location of the school.

Response: The commenter was informed that Success Charter Network is in the process of applying to open these new three proposed schools and that no space has been determined. The commenter was also informed that the applicants are required to submit the charter proposal before the Department of Education has assigned the space and therefore is unable to provide a specific location for the school.

Commenter stated that she has heard that charter schools do not service students with special needs. She requested information on how our Success Academies serviced this population.

Response: The commenter was informed that about 15% of scholars at Success Academies have special needs. The commenter was also informed that we have a

successful track record of servicing students with special needs.

Commenter highlighted that the curriculum seems very rigorous. The commenter requested information on how Success Charter Network developed our curriculum in particular science.

Response: The commenter was informed that Success Charter Network does visits to excellent schools around New York City and the country in order to ensure that our standards are very high. The commenter was informed that Success Charter Network visits high performing public, private, charter and parochial schools to inform our decisions about how we build or adapt our curriculum.

Commenter is a public school teacher and wanted to know, given the high percentage of Black and Latino students that attend our current schools, how Success Charter Network incorporated instruction about the cultural history of our students in to the curriculum.

Response: The commenter was informed that Success Charter Network understands the importance of promoting cultural awareness to the population of students that it services and that cultural awareness is reflected across all of our different curricular areas.

Commenter stated that they heard that our schools do not take English Language Learners. Commenter wanted to know how does Success Charter Network plan to recruit English Language Learners.

Response: The commenter was informed that the school's admission policy does, in fact, give preference to children who are English Language Learners. The commenter was also informed that Success Charter Network has a successful track record of servicing English Language Learners.

Commenter wanted to know how we plan to begin to build relationships with the community and sustain those relationships.

Response: The commenter was informed that Success Charter Network understand the importance our building strong relationships with the communities in which their schools are located. Success Charter Network emphasized that we hope that this meeting is the beginning of a strong relationship. It was also noted that Success Charter Network has a track record of building strong partnerships with community organizations that are located near the existing schools.

7. Proposal History

(b) Withdrawn or Rejected SUNY Proposals

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If so, provide:

- **the name of the proposed charter school when previously submitted;**
- **the application cycle date of the previous submission;**
- **a summary of what has changed in the proposal since its previous submission and the reasons therefore.**

(c) Previous Submissions and/or Submissions to Other Authorizers

Indicate whether you have previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If so, provide:

- **the name of the charter entity;**
- **the name(s) of the proposed school(s) and the date(s) when the application(s) were submitted; and**
- **the status of those applications. If the application was denied by a charter entity other than the SUNY Trustees, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn from consideration, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**

This proposal has never been previously submitted to the SUNY Trustees and is not under consideration by any other charter entity.

8. Academic Program

(a) Key Design Elements

Provide a concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success.

The members of the Board of Trustees of the school believe using Success Charter Network (SCN) as the management organization for this charter school would be most effective because of the Network's educational philosophies and programs. SCN has had the advantage of being able to examine more than 50 charter schools that have operated in New York City since 1998. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, and Achievement First Schools, to select the elements that are most effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of charter schools that have failed and have since ceased operations. Through a comparison of both successful and unsuccessful charter school models, SCN has been able to carefully select those elements that are most effective in helping schools produce impressive student achievement results while maintaining fiscal soundness.

While many schools endeavor to reduce the achievement gap between different groups of students, SCN schools instead focuses on preventing the gap from arising in the first place and providing all children with a phenomenal education. SCN works toward this goal in numerous ways, beginning with school design.

The Success Charter Network believes it is in a unique position to open and operate charter schools that will instigate an elimination of the achievement gap. After its successes at the Harlem Success Academy Charter Schools (HSA) and other Success Academies, SCN knows how to effectively design, implement, and support a charter school that produces impressive student achievement while maintaining fiscal soundness.

SCN has a strong central office team that supports its existing charter schools while simultaneously works to open and support this proposed charter school. This team opened the Harlem Success Academy Charter School in 2006, Harlem Success Academy Charter Schools 2-4 in 2008, Harlem Success Academy Charter Schools 5 and Bronx Success Academy Charter Schools 1 and 2 in 2010, and has secured approval from the Board of Regents to open Upper West Success Academy Charter School and Brooklyn Success Academy Charter School 1 in August 2011. Through the opening and operating of these schools, SCN has demonstrated it has the necessary experience and skill sets needed to successfully open and operate this school.

The schools where this program is currently in use provide the clearest examples of the success of the proposed school's instructional program. The existing schools managed by the Success Charter Network have shown impressive student achievement results in all areas. The first school to open, Harlem Success Academy Charter School 1 (HSA1), located in New York City Community School District 3, serves a population of which more than three-quarters are eligible for the federal Free and Reduced Price Lunch program. Despite being a Title I school, HSA1 has produced the highest scores in the city two years in a row. In its first year of state testing, 2008-2009, 95% of HSA1 students scored proficient or advanced in English and Language Arts, and 100% of students scored proficient or advanced in Math,

with more than 70% attaining the highest score possible. In the 2009-2010 year, despite the fact that the bar was raised twenty points in reading and thirty points in math, 97% of third graders and 93% fourth graders scored at least proficient on the math test, and 89% and 86% passed the ELA test, respectively. This earned the school the ranking of #1 public school in New York City and ranked it in the top 1% of schools statewide in third grade reading and math scores. Further, it outperformed its district of location (CSD 3) by 34 percentage points. HSA1 also outperformed the much wealthier districts that serve the Upper East Side of Manhattan by 15 points and Scarsdale, NY by six points. Other SCN schools will take state tests for the first time in the coming year, but internal assessments have demonstrated a trend that shows the program is likely to continue to produce similarly stellar results.

Success Charter Network School Design Elements

A. Focus on Student Achievement

- All staff members are continually self-assessing to ensure that their work is fostering student achievement.
- The goal is to prevent the achievement gap from arising in the first place.
- SCN schools focus on preparing students for success in college and the globally competitive economy they will enter.
- The ultimate goal for all students is college graduation.

B. Curriculum

- A research-based, results-driven curriculum is used.
- The curriculum includes and goes beyond New York State standards and Core Curriculum state Standards.

C. Student Performance Data

- Assessments are given quarterly in all core subjects.
- Assessment data is produced and analyzed in real time so that teachers and school leaders can augment instruction and provide extra tutoring to ensure all students are achieving at a high level.

D. More Instructional Time

- The school day runs from 7:45 a.m. until 4:00 p.m. (Kindergarten) and until 4:30 p.m. (Grade 1-4) or 5:30 p.m. (Grade 5) on Mondays, Tuesday, Thursdays, and Fridays and 7:45 a.m. until 2:00 p.m. on Wednesdays. (Teachers use Wednesday afternoons for professional development and collaboration; see Attachment 15 for more details. Struggling students may be asked to stay for supplemental assistance until 5:15 p.m.; see Attachment 13 for more details.)
- There are 180 days of instruction each year (please see Attachment 8(b) for more detail).
- Struggling students receive one-on-one and small group tutoring.
- High-performing students participate in enrichment activities.

E. School Leaders with the Power to Lead

- The Principal has the power to hire and fire staff.

- Non-instructional operations are handled by the school operations team and SCN, allowing the Principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.

F. Highly-Qualified, Highly-Trained Staff

- Top-notch educators are recruited from around the country.
- Regular professional development is implemented to improve the instructional capacity of the staff.
- School leaders regularly observe, coach, and provide feedback to teachers to help improve their instruction.

G. Strong School Culture

- Students and staff are required to go above and beyond expectations in all circumstances.
- Excellent behavior is explicitly taught, modeled, expected, and rewarded.
- Values and good character are a part of daily instruction.
- There is an emphasis on college for all students.
- Principles of ACTION taught, modeled and constantly reinforced by all.
 - Agency: Students, parents, and all school personnel have a sense of ownership and personal responsibility.
 - Curiosity: Student exploration and curiosity drive instruction.
 - Try and Try: Students work hard – even if they do not succeed with their first attempt. They learn the importance of persistence.
 - Integrity: The value of honesty is consistently taught and modeled.
 - Others: Students are taught to have empathy and respect others.
 - No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

H. Students with Disabilities: the services to be provided by the school may include, but are not limited to:

- Speech language pathology and audiologist services
- Psychological services
- Physical and occupational therapy
- Special education teacher support services
- Collaborative Team Teaching
- Early rehabilitation counseling

8. Academic Program

(b) Rationale and Supporting Research/Evidence

Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease student achievement gaps, especially in English language arts and mathematics. Provide any research or examples of existing programs that support your claims.

While many schools endeavor to reduce the achievement gap between different groups of students, Success Charter Network (SCN) schools endeavor instead to prevent the gap from arising in the first place and to provide all children with a phenomenal education. SCN works toward this goal in numerous ways, beginning with school design. SCN schools have been designed incorporating the strongest design elements of the best public and private schools across New York and the country.

SCN has had the advantage of being able to examine the more than 50 charter schools that have operated in New York City since 1998 and hundreds of traditional public schools, parochial schools, and private schools. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, and Achievement First Schools, as well as traditional public schools and private schools to select the elements that are most effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful charter schools, it has been able to carefully select those design elements that are most effective in helping schools realize impressive student achievement results while maintaining fiscal soundness.

Success Charter Network Academic Design Elements:

A. Focus on Student Achievement

- All staff members are continually focused on how their work is fostering student achievement. End of year goals are shared with instructional and non-instructional staff so that the entire school community can work together to support scholar success.
- The goal is to prevent the achievement gap from arising in the first place.
- SCN schools focus on preparing students for success in college and the globally competitive economy they will enter.
- The ultimate goal for all students is college graduation.

B. Curriculum

The educational focus and philosophy of all SCN schools is centered on the belief that all children can learn. All students can achieve at the highest levels - not just children who come to school from privileged backgrounds but everyone, regardless of initial school readiness. The Board of this school believes that all students deserve an education that will challenge, inspire, and prepare them for a better future. We also believe that our school can make the difference, not only to the children that will be served, but also to families and the

surrounding community. In fact, achievement scores at all of the schools with which SCN schools are co-located have improved since a Success Academy moved in.

The schools where this program is currently in use provide the clearest examples of the success of the proposed school's instructional program. The existing schools managed by the Success Charter Network have shown very impressive student achievement results in all areas. The first school to open, Harlem Success Academy Charter School (HSA1), located in New York City Community School District 3, serves a population of which approximately three-quarters are eligible for the federal Free and Reduced Price Lunch program. For two years in a row, the SCN school design has resulted in scores among the highest in the city, despite being a Title I school. In the first year of state testing, 2008-2009, 95% of students scored proficient or advanced in English and Language Arts, and 100% of students scored proficient or advanced in Math, with over 70% attaining the highest score possible. In the 2009-2010 year, despite the fact that the bar was raised twenty points in reading and thirty points in math, 97% of third graders and 93% fourth graders scored at least proficient on the math test, and 89% and 86% passed the ELA test, respectively. This earned the school the ranking of #1 public school in New York City and ranked it in the top 1% of schools statewide in third grade reading and math scores. Further, it outperformed its district of location (CSD 3) by 34 percentage points. HSA1 also outperformed the much wealthier districts that serve the Upper East Side of Manhattan by 15 points and Scarsdale, NY by six points. Other SCN schools will take state tests for the first time in the coming year, but internal assessments have demonstrated a trend that shows the program is likely to continue to produce similarly stellar results. The curriculum outlines below has enabled HSA1 and other SCN schools to be successful.

THINK Literacy

THINK Literacy is a framework that teaches scholars to become avid readers, elegant writers and critical thinkers. At the heart of THINK Literacy is Success Academies' deep belief that scholars become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. The THINK framework provides a balance between modeled teacher reading and writing, teacher reading and writing with scholars, and independent reading and writing by scholars. Every day our scholars see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

THINK Literacy stands firmly on the premise that all children can learn to read and write. The balance between reading and writing allows scholars to receive the instruction needed in order to reach grade level status, while allowing scholars to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK literacy program involves multiple components, including Writer's Workshop, Reader's Workshop, Guided Reading, Independent Reading, Interactive Writing, Shared Reading, Non-fiction study, and more.

THINK literacy includes, but is not limited to:

1. Reading Workshop: Reading Workshop consists of a Mini-Lesson with a clear teaching point followed by students reading independently with a purpose (scholars are reading at

their own independent levels); teachers instructing with individual students or in small groups and assessing student progress; students are reading at least 30 of the 50 minutes; students discuss texts in leveled partnerships or book clubs.

- To give scholars an opportunity to read and comprehend books at their independent level
- To build reading stamina
- To develop and strengthen comprehension skills, fluency, and decoding strategies

2. Interactive Read Aloud: Planned read aloud focusing on specific reading skills; includes teacher demonstration and student participation/discussion.

- To develop and deepen reading comprehension strategies
- To model fluent reading and other proficient reading behaviors
- To develop accountable talk
- To build vocabulary
- To support the writing workshop

3. Shared Reading: The teacher reads with scholars, ensuring all eyes are on the same text (poster, individual student copies, big book).

- To use one text throughout the week with the focus on a different aspect each day
- To work on reading comprehension, word work, fluency, and vocabulary

4. Independent Reading (whole class): Students read independently with a purpose (scholars are reading at their own independent levels); teachers instruct students and assess student progress.

- To give scholars an opportunity to read and comprehend books at their independent level
- To build reading stamina
- To develop and strengthen comprehension skills, fluency, and decoding strategies

5. Guided Reading (small group): Scholars are grouped fluidly according to their independent and instructional reading levels; each teacher gives a book introduction and then coaches and assesses scholars as they read. The teacher teaches one strategy to the group and may extend with word work. Based on the assessment, the teacher creates strategy groups and works with scholars on areas where they need more guidance.

- Can also be used to support scholars at their current independent reading level
- To support scholars as they progress to the next independent reading level

6. Word Study: Scholars will focus on spelling, phonics, vocabulary, and grammar.

- To teach conventions of written and oral language
- To focus on vocabulary development

7. Writing Workshop: Writing Workshop consists of a Mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing each student's growth and development. Students write for at least 25 of the 45 minutes of this period.

- To provide uninterrupted time for students to write about self-chosen topics
- To learn and practice correct usage of conventions

- To learn the craft of writing and transfer that skill across multiple genres
- To expose to scholars to different genres

8. Interactive Writing/Grammar: The students and the teacher compose a story together. Through this interactive instruction, students use their own whiteboards to write along and also contribute to the overall class story.

9. Non-Fiction Study: The non-fiction component of the THINK literacy program incorporates non-fiction texts into literacy units in grades K-4 and students read non-fiction texts as part of a separate class in grades 5-8. Students read non-fiction texts that correspond to other academic subjects, including social studies, science, and the arts.

SCN schools supplement THINK literacy with Success For All (SFA), a research-based and research-proven program that provides children with experiences that prepare them for success in the primary grades. Specifically, SCN schools use components of KinderCorner, an all day Kindergarten curriculum that fosters the development of children's language, literacy, and interpersonal skills.

SFA's Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text. Classroom DVDs linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading. Throughout the enriched Kindergarten program, there is a focus on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing, which creates a solid foundation for reading and learning.

Starting in 1st grade, the school will use SFA's Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness through randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process.

In accordance with the THINK literacy model, students are grouped by reading ability level beginning in the first grade. Retesting and regrouping occurs every eight weeks, allowing teachers the opportunity to work intensively with a group of 8-15 students who are all performing at approximately the same level, thus allowing the teacher to achieve dramatic gains with these students. Cooperative learning embedded throughout the program focuses on individual accountability, equal opportunity for success, and team recognition. Providing the opportunity to work with peers to meet specific learning goals enables scholars to master basic reading, writing, and mathematical skills as they continue to grow as thoughtful learners.

SCN Math

The Math curriculum at SCN schools provides students with the opportunity to develop theoretical, conceptual, and practical mathematical understandings.

TERC *Investigations in Number, Data, and Space* is a K-5 Mathematics curriculum aligned to New York State Standards that is designed to support children as they make sense of mathematical ideas. The *Investigations* program is used at SCN schools because it is based on extensive classroom-based field-testing on how children most effectively learn mathematics.

Investigations math offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding and procedural and computational fluency. The program is centered on activity-based investigations, which encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students are consistently writing, drawing, and talking about math in order to deepen their understandings. Mathematics content includes the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs.

SCN schools supplement TERC *Investigations in Number, Data, and Space* with Cognitively Guided Instruction (CGI), a mathematical approach that requires students to use their own mathematical understandings to problem solve. CGI requires students to solve problems using their own mathematical strategies; these strategies are then shared with the entire class in order to advance all students' mathematical understandings.

SCN Science

Success Academy scholars take science five days a week beginning in kindergarten. By the end of kindergarten our scholars will have conducted 135 experiments. Students learn aerodynamics in first grade and robotics in fifth grade. SCN students love to ask questions and our schools capitalize on their natural curiosity with a hands-on approach. Our scholars conduct experiments and are encouraged to observe and ask questions about the world around them.

For too long science has taken a back seat to reading and mathematics in our country's schools. African American and Hispanic fourth grade students in New York City are approximately 2.5 years behind their white peers in science. Fourth grade students in New York City who qualify for free or reduced lunch are almost three years behind their peers who do not qualify for free or reduced lunch. Even worse, the National Assessment of Educational Progress found that only 3 percent of African American high school seniors were able to display anything more than partial mastery of the "knowledge and skills that are fundamental for proficient work" in the sciences.¹ These students are given high school diplomas without the skills necessary to secure high-paying jobs in science-related fields. SCN is determined to reverse this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. The SCN curriculum ensures that all students receive discovery-based experimental science instruction five days a week beginning in kindergarten.

¹ Science statistics come from the National Assessment of Educational Progress, 2005.

Social Studies/Geography

It is critically important that students comprehend the world around them, their history, and the history of other cultures. The SCN social studies curriculum allows students to master key concepts and vocabulary, geography, and cause and effect relationships. It also allows students the opportunity to develop their non-fiction reading skills and take part in relevant field studies where they can learn first-hand about cultures and communities.

Specials and Enrichment at SCN

In addition to a rich and rigorous academic curriculum, SCN schools have a carefully designed and robust program that includes a selection of art, dance, music, chess, theater, sports, and discovery oriented science five days a week. The applicants believe that this is a critical part of SCN's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers and great scholars. This is why Success Academy scholars go on numerous "field studies" as well as using the THINK Literacy and TERC-Investigations math curriculum. This serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

C. Student Performance Data

Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Data will be used to guide teachers as they make instructional decisions and inform school leaders as they plan for interventions for groups and individual children each day.

School leaders, the Director of Literacy, the Director of Instruction, and the Instructional Development team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences professional development topics, which are constantly being reviewed and re-prioritized in order to meet teacher and student needs.

The success of the school will be continuously under examination. SCN's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular eight-week reading and monthly math assessments, as well as other nationally normed assessments will provide value-added data throughout the year to be used longitudinally over multiple years. The Fountas and Pinnell (F&P) assessment or similar assessment will be used quarterly for formal assessment of reading progress. The school will hold data reviews at least every quarter as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach New York State Standards, Core Curriculum State Standards and school end of year goals. Additionally, the New York State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

The Success Charter Network promulgates specific protocols for how schools collect, distribute, and analyze data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having data at one's fingertips empowers the staff to better decide how to expend time and resources so as to maximize student achievement. In order to maximize classroom time, SCN also constantly seeks out more efficient ways to raise student test scores by carefully

examining high-stakes tests like the New York State English Language Arts Test. Dissecting these tests helps the Instructional Development team determine how best to quickly teach students what they need to know to excel on these tests, giving the teachers more time to focus on teaching those skills and transcending the binary math-reading school day.

The process by which SCN schools collect data plays an important role in how this school will handle data. SCN will equip the school with a centralized database and each teacher with his or her own laptop. A data director at SCN will work with school leaders and design templates on the database through which teachers will individually enter student scores. Teachers will be expected to enter student test scores by the end of the school day. All data will feed to the central database so that a data manager at the school level can monitor. Once all information has been uploaded, the manager can then transmit it to SCN for the director who will oversee the process. This system gives certain advantages:

- It gives teachers closer familiarity with their students' performance since teachers are responsible for entering students' scores electronically.
- Decisions about instructional modifications can be made quickly so as to improve teaching and learning.
- It allows administrators to easily monitor and troubleshoot.
- It gives SCN both an overall snapshot of school performance and the ability to hone in on specific problem areas.

This data distribution process will allow teachers and school leadership to make informed decisions quickly and collaboratively. The database, as currently utilized at the existing SCN schools, can produce automatic printouts of student reports, class reports, and student growth indicators over time. As data is collected, the instructional team gains statistical information on all students, teachers, and schools. In addition, for each test, the data collection lists skills and subskills tested on each question, which gives teachers and school leaders a line-by-line breakdown of student performance. Teachers administer monthly math assessments and a reading assessment once every eight weeks. These tests are identical for all classes grade-wide, allowing teachers to share ideas and compare results. The frequency of these tests gives volumes of data and an ongoing overview of how students are doing. In addition, all student data is accessible to all administrators and teachers. This free circulation of data reinforces the collaborative culture.

Not only does tracking internal assessments allow the school to gauge student growth, but tracking data also itemizes external high-stakes assessments and gives a clearer sense of how the school stacks up against other schools. For this reason, school leaders look carefully at high-stakes tests. During baseline assessments, teachers learn the areas in which their students already excel and in what areas the students require targeted support. The curriculum is then reinforced and modified to fill these gaps. Looking at this data also helps teachers ramp up test-taking strategies that will help students score higher. Though some might criticize this approach as "teaching to the test," this approach actually achieves the exact opposite effect. By obtaining detailed and nuanced information about the test, teachers can more effectively use any time they use "teaching to the test," thus freeing up precious school hours for lessons their students find more engaging and rewarding. When students do not reach academic goals, teachers pre-teach, re-teach, teach in small groups, and can recommend students for individual tutoring.

D. More Instructional Time

- The school day runs from 7:45 a.m. until 4:00 p.m. (Kindergarten), until 4:30 p.m. (Grades 1 through 4) or until 5:30 p.m. (Grades 5 and up) on Mondays, Tuesday, Thursdays, and Fridays and 7:45 a.m. until 2:00 p.m. on Wednesdays. (Teachers use Wednesday afternoons for professional development and collaboration; see Attachment 15 for more details. Struggling students may be asked to stay for supplemental assistance until 5:00 p.m.; see Attachment 13 for more details.)
- There are 180 days of instruction each year.
- Struggling students receive one-on-one and small group tutoring.
- High-performing students participate in enrichment activities.

Success Charter Network schools have extended school days. A typical Department of Education (DOE) school day is 6.5 hours (5 hours for academic subjects, with additional time designated for lunch, recess, etc.); using this model SCN schools would have approximately 227 DOE school days. This results in approximately 23% more instructional time at the proposed school as at neighboring zone public schools.

The additional time (roughly 300 extra hours per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that includes a selection of art, dance, music, chess, theater, sports, and discovery oriented science five days a week. The applicants believe that this is a critical part of SCN's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers and great scholars.

E. School Leaders with the Power to Lead

The principal has the power to hire and fire staff. Non-instructional operations are managed by the Business Manager and handled by the school operations team and SCN. Shifting the administrative burden away from the principal allows the principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.

F. Highly-Qualified, Highly-Trained Staff

The Success Charter Network has an extensive recruitment and interview process to ensure its schools have talented staff members who are dedicated to the school's mission and its students' success. Therefore, staff members are expected to do much more than just teach. They are expected to help develop and implement the school model.

Success Charter Network schools are set up as collaborative environments. While the principal has the power and skill to make tough decisions and lead the team, teacher input and leadership is expected at all levels of decision making. Teachers are not expected to be passive employees accepting management decisions. They are invested in the school and its students, so they are given the opportunity to participate in shared reflection, problem solving, and planning with school leadership.

The school will afford qualified teachers, school administrators, and other school personnel the opportunity to work within an educational community that values collaboration between students and teachers in the construction of knowledge for the group and understanding for the individual. The school will also offer teachers an opportunity to work in a school setting that values process and results, individual accountability and group achievement; subject-area excellence and cross-curricular instruction.

The school will also offer its teachers and administrators extensive and ongoing professional development that will enrich the school culture and develop the school's rigorous academic program.

The school will design its schedule to:

- allow teachers time to plan educational opportunities (please refer to Attachment 9 for detailed schedules);
- facilitate both teacher/student and peer mentoring; and
- provide students with targeted small group and individual tutoring.

G. Strong School Culture

- Students and staff are required to go above and beyond expectations in all circumstances.
- Excellent behavior is explicitly taught, modeled, expected, and rewarded.
- Values and good character are a part of daily instruction.
- There is an emphasis on college for all students.
- Principles of ACTION taught and modeled and constantly reinforced by all.
 - Agency: Students, parents, and all school personnel have a sense of ownership and personal responsibility.
 - Curiosity: Student exploration and curiosity drive instruction.
 - Try and Try: Students work hard – even if they do not succeed with their first attempt. They learn the importance of persistence.
 - Integrity: The value of honesty is consistently taught and modeled.
 - Others: Students are taught to have empathy and respect others.
 - No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

H. Students with Disabilities

The services to be provided by the school may include, but are not limited to:

- Speech language pathology and audiologist services
- Psychological services
- Physical and occupational therapy
- Special education teacher support services
- Collaborative Team Teaching
- Early rehabilitation counseling

8. Academic Program

(c) Statutory Purpose

Explain how the school is likely to materially further one or more of the following purposes of the Charter Schools Act (Education Law § 2850(2)):

- **Improve student learning and achievement;**
- **Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;**
- **Encourage the use of different and innovative teaching methods;**
- **Create new professional opportunities for teachers, school administrators and other school personnel;**
- **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and**
- **Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.**

In addition to implementing the rich curriculum of New York State, the proposed school will augment the curriculum with a comprehensive education program that includes THINK literacy with components of the Success for All education program, and a rigorous math curriculum, all of which fully align with state standards. The Success Charter Network, with the help of the Instructional Development staff, Director of Literacy, Director of Instruction and other instructional experts, has created a program that combines many of the best practices identified by curriculum designers and pedagogical researchers. First and foremost, these program design elements will provide students with the literacy skills they will need to succeed throughout their lives.

THINK Literacy

THINK Literacy is a framework that teaches scholars to become avid readers, elegant writers and critical thinkers. At the heart of THINK Literacy is Success Academies' deep belief that scholars become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. The THINK framework provides a balance between modeled teacher reading and writing, teacher reading and writing with scholars, and independent reading and writing by scholars. Each and every day our scholars see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

THINK Literacy stands firmly on the premise that all students can learn to read and write. The balance between reading and writing allows students to receive the instruction needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK literacy program involves multiple components, including Writer's Workshop, Reader's Workshop, Guided Reading, Independent Reading, Interactive Writing, Shared Reading, Non-fiction study, and more.

THINK literacy includes, but is not limited to:

1. Reading Workshop: Reading Workshop consists of a Mini-Lesson with a clear teaching point followed by students reading independently with a purpose (scholars are reading at their own independent levels); teachers instructing with individual students or in small groups and assessing student progress; students are reading at least 30 of the 50 minutes; students discuss texts in leveled partnerships or book clubs.

- To give scholars an opportunity to read and comprehend books at their independent level
- To build reading stamina
- To develop and strengthen comprehension skills, fluency, and decoding strategies

2. Interactive Read Aloud: Planned read aloud focusing on specific reading skills; includes teacher demonstration and student participation/discussion.

- To develop and deepen reading comprehension strategies
- To model fluent reading and other proficient reading behaviors
- To develop accountable talk
- To build vocabulary
- To support the writing workshop

3. Shared Reading: The teacher reads with scholars, ensuring all eyes are on the same text (poster, individual student copies, big book).

- To use one text throughout the week with the focus on a different aspect each day
- To work on reading comprehension, word work, fluency, and vocabulary

4. Independent Reading (whole class): Students read independently with a purpose (scholars are reading at their own independent levels); teachers instruct students and assess student progress.

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- Can also be used to support scholars at their current independent reading level

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- To provide uninterrupted time for students to write about self-chosen topics
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8. Interactive Writing/Grammar: The students and the teacher compose a story together. Through this interactive instruction, students use their own whiteboards to write along and also contribute to the overall class story.
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Student Support Team The Student Support Team coordinates community, family, and school resources to ensure motivated, healthy, well-cared for students who enthusiastically focus all of their energy on learning. The Student Support Team's school-based members (teachers, administrators, and staff) work hand-in-hand with other school staff, families, and community members to increase attendance, deepen family involvement, and add resources to prevent and solve problems leading to poor achievement. The Student Support Team is designed to focus on those children who are not succeeding despite program interventions—those children who are falling through the cracks. Their problems may be due to academic, behavioral, social, health, or attendance issues. The Student Support Team will work to ensure success for every child. It will accomplish this through positive, solution-focused collaboration between educators, families, and community members.

This broad-based programming focuses on four major target areas:

- Attendance
- School-Based Intervention
- Family Involvement
- Service Integration

¹ Science statistics come from the National Assessment of Educational Progress, 2005.

The Student Support Team helps to meet the requirements of No Child Left Behind. In meeting the requirements of NCLB, the Student Support Team will help the school address important targeted areas:

- Developing targeted prevention and intervention plans for special populations.
- Establishing clear mechanisms to achieve high attendance rates.
- Demonstrating clear procedures for building successful plans for students before they reach the special education referral stage.
- Building positive and productive partnerships with families and community members.

One of the tools that will be used to promote parental collaboration and interactions will be a Commitment Contract. Parents and students will be encouraged to pledge their commitment by attending school, being on time, doing their schoolwork and supporting one another.

Improve Student Learning and Achievement

The educational program will improve student learning and achievement by using a rigorous and comprehensive academic program; making effective and additional use of time on a daily and annual basis; and holding school leadership and faculty accountable for student academic performance. Teachers will also be coached on how to use data to inform instructional decisions that will improve student achievement.

The students that will be served by the school require a broad range of services to improve their learning. The academic program created by the Instructional Development Team, Director of Literacy, and other instructional experts will address many of these needs. This program will engage students in learning, encourage the formation of a supportive and collaborative educational community; and support the development of the school with research-based instruction to raise student academic achievement. Additional academic services are often needed to remedy learning deficits that have accumulated over time. The SCN curriculum is designed to overcome academic barriers, make curriculum and instruction relevant, and to raise expectations for children who are not performing at grade level.

For example, in the beginning of each school year the school leadership team, Success Charter Network, will set an achievement plan with rigorous academic goals. Each quarter, the school will develop an assessment report that will assist teachers and administrators in assessing student progress. The plan will not be static and will be revised during the course of the year as teachers and administrators track student achievement. Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Informal measures will include daily classroom observations by teachers, and classroom observations by school leaders. Data will be used to guide teachers as they make instructional decisions and school leaders as they plan for interventions for groups and individual children each day. Effective and meaningful monitoring will involve:

- Identifying the starting point
- Tracking growth throughout the quarter
- Assessing end-of-quarter growth
- Using data to inform instruction and to motivate staff and students

Success Charter Network, the school leadership team and instructional development staff will guide leaders and teachers in setting goals for progress and in identifying students for targeted interventions.

In addition, the school will work to ensure that the students, staff and administrators, know and understand their community. Through the Student Support Team, the school will create connections with the community. The school will also implement high learning and behavioral expectations of students that will create a positive school culture of discipline and achievement, which in turn will lead to higher student academic performance.

Method of Change

The school's commitment to performance-based accountability is inherent in its emphasis on the New York State learning standards and Core Curriculum State Standards as well as its incorporation of THINK literacy, the Success for All program, and a rigorous math program into its curriculum.

The school will:

- Be accountable to New York State Standards
- Use an augmented version of SFA programming to engage student learning;
- Administer standardized examinations at each grade level to track cohort performance in relation to the New York State standards;
- Base employment decisions on teacher merit;
- Be subject to direct oversight by the Charter Schools Institute

Expanded Choice

The proposed school, in addition to the rest of SCN's schools, will be the only school in the country to use THINK literacy and one of two schools in New York City to use an augmented version of the Success for All program. Thus, the school will offer a valuable alternative to the currently available options within New York City by emphasizing:

- Reading and writing across the curriculum;
- Interdisciplinary programming;
- Technology integration;
- Outreach to community resources; and
- A longer school day and school year.

Innovative Teaching Methods

By implementing a curriculum that combines THINK literacy, an augmented version of the SFA program, and a rigorous math program, the school will use innovative teaching methods that go beyond what is currently done in New York City schools. Within the curriculum of the Success Charter Network, active pedagogy is measured by the following benchmarks:

- Teaching reading and writing across the curriculum.
 - THINK literacy fosters the integration of reading and writing across the curriculum, requiring students to read and write both formally and informally to express their understanding in a variety of disciplines, not just in English Language Arts classrooms.
- Use of Effective Assessment
 - Regular and frequent use of assessment data from multiple measures is used for instructional decision making so that preventative measures can be

- implemented immediately and assessed systematically
 - Students are not assessed solely through high-stakes standardized testing. Assessments of student progress are holistic and frequent and include multiple measures, ranging from reflection on and critique of student work, fluency checks, the quality of discussion, to standardized test performance.
- Flexible regrouping and acceleration of students for reading class according to instructional levels.
 - Students are informally assessed in reading, writing, and mathematics on a daily basis in order to ensure that all scholars are constantly growing academically and that they are being met with rigorous academic challenges.
 - Every 8 weeks, students are formally assessed and promoted to the next instructional reading level if they are ready, thus placing children according to their reading performance, not grade or age.
- Slavin cooperative learning model
 - There are group goals with individual accountability, i.e. students work in teams who are rewarded for their members' success. At the same time, each member of the team is individually accountable for learning the material at hand. No matter what the academic level of the student, each child is challenged to do his or her best, and the contributions of all team members are equally valued. Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. And since more of the responsibility for learning rests on students and teams, teachers are able to spend more time working with individuals and small groups of learners, doing the kind of teaching that originally drew teachers into the field of education.
- Success Charter Network's 8 Keys to Classroom Management provide teachers with a framework for classroom management.
 1. Identify yourself as the authority in the classroom
 2. Decide on what you do expect
 3. Develop Meaningful Routines
 4. Establish Rules, Rewards, & Consequences
 5. Sweat the Small Stuff - Consistently
 6. Teach Like Your Hair's on Fire
 7. Build Relationships
 8. Instruct, Inspire & Instill ACTION Values

Professional Opportunities

The school will afford qualified teachers, school administrators, and other school personnel the opportunity to work within an educational community that values collaboration between students and teachers in the construction of knowledge for the group and understanding for the individual. The school will also offer teachers an opportunity to work in a school setting that values process and results, individual accountability and group achievement; subject-area excellence and cross-curricular instruction.

The school will also offer its teachers and administrators extensive and ongoing professional development that will enrich the school culture and develop the school's rigorous academic program.

The school will design its schedule to:

- Allow teachers time to plan educational opportunities (please refer to Attachment 9 for detailed schedules);
- Facilitate both teacher/student and peer mentoring; and
- Provide students with targeted small group and individual tutoring.

9. Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school's calendar for its first year of operation, including:

- **total number of days of instruction for the school year;**
- **first and last day of classes;**
- **organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9th through 12th grades;**
- **all planned holidays and other days off, as well as planned half days; and**
- **dates for summer school, if planned.**

The school will have approximately 180 instructional days running from August through June. The school year will also contain approximately 8 staff professional development days in addition to about four weeks of summer orientation and training for faculty and staff. The school's academic calendar will likely be organized into two semesters but will provide quarterly progress reports to keep families informed about scholars' progress. The proposed school calendar follows. Since the school will not use New York City Department of Education transportation services, the differences between this school's calendar and the NYC Department of Education calendar do not create a burden for families.

2012

Wed. August 15: School session begins for Kindergarten (half-day)

Thu. August 16-Fri. August 17: Half-days for Kindergarten

Mon. August 20: School session begins for all other grades

Mon. September 3: Labor Day Holiday (no classes)

Mon. September 17-Tue. September 18: Rosh Hashanah (no classes)

Wed. September 26: Yom Kippur (no classes)

Mon. October 1: Professional Development Day (no classes)

Mon. October 8: Columbus Day (no classes)

Fri. October 26: Professional Development Day (no classes)

Thu. November 15: Professional Development Day (no classes)

Wed. November 21—Fri. November 23: Thanksgiving Recess (no classes)

Mon. December 24—Tue. January 1: Winter Recess (no classes)

2013

Wed. January 2: School resumes

Mon. January 21: Martin Luther King Holiday (no classes)

Mon. February 18—Tue. February 19: Midwinter Recess (President's Day)

Wed. February 20: Professional Development Day (no classes)

Mon. March 25—Fri. March 29: Spring Recess

Mon. April 1: School resumes

Wed. April 10: Professional Development Day (no classes)

Tue. May 21—Wed. May 22: No classes— Professional Development Day

Mon. May 27: Memorial Day (no classes)

Thu. June 6: Last day of Session for Students

Mon. June 24 – Fri. July 12: Summer Opportunity Academy Session #1 (selected students)

Mon. July 22 – Fri. August 9: Summer Opportunity Academy Session #2 (selected students)

(b) School Schedules

Provide and explain sample school schedules for a typical week of instruction, including:

- **sample weekly schedule for teachers; and**
- **sample weekly schedule for students.**

Your narrative should include:

- **length of the school day (including the approximate start and dismissal times of the school day);**
- **for schools that will ultimately include all or select grades within the kindergarten through 8th grade range, the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.); and**
- **for schools that will ultimately include 9th through 12th grades (or select grades within that range), the course structure(s) that will**

**allow students to fulfill high school graduation requirements
established by the Board of Regents.**

Weekly Schedule

Success Charter Network schools have extended school days. A typical Department of Education (DOE) school day is 6.5 hours (5 hours for academic subjects, in addition to time for lunch, recess, etc.); using this model SCN schools would have approximately 227 DOE school days, or about 23% more instructional time than in neighboring zone schools.

The additional time (roughly 300 extra hours per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that includes a selection of art, dance, music, chess, theater, sports, and discovery oriented science five days a week. The applicants believe that this is a critical part of SCN's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers, thinkers, and scholars. This is why Success Academy scholars go on numerous "field studies" as well as using the THINK Literacy and TERC-Investigations math curriculum. This serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

Kindergarten

The school day will begin each morning at 7:45 a.m. and will end at 4:00 p.m. on Mondays, Tuesdays, Thursdays, Fridays, and at 2:00 p.m. on Wednesdays. Each week will have approximately 700 minutes devoted to English/language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

Grades 1 - 5

The school day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. on Mondays, Tuesdays, Thursdays, Fridays, and at 2:00 p.m. on Wednesday. 5th grade will go until 5:30pm on Monday, Tuesday, Thursday, and Fridays. Each week will have approximately 900 minutes devoted to English/language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

While this may seem like a long day for young children, the SCN schools have found that children are able to spend this much time at school learning if students are fully engaged. In kindergarten, the first two weeks of school will have a shortened schedule so that children are eased into the longer school day. After these first two weeks, the schools found that students easily adjusted to the length of the school day.

Kindergarten Daily Sample Schedule: Scholar, Lead Teacher (LT), and Associate Teacher (AT)

Time	Daily Schedule	Time Allotted	L.T. Responsibilities	A.T. Responsibilities
7:45-7:50	Greet Class in Cafeteria/ Transition from Breakfast	5 min	Picks up class , transitions class from cafeteria to classroom	Assists with arrival in cafeteria or hallways (may include assisting with late arrival)
7:50-8:15	Morning Meeting	25 min	Monitors students / pulls GR group	Takes attendance; begins HW check; makes follow-up phone calls
8:15-8:40	SFA: Stepping Stones	25 min	Leads Stepping Stones group	Leads Stepping Stones group
8:40-8:55	Math Facts/Transition	15 min	Leads instruction	Pushes in / co-teaches
8:55-9:40	Math	45 min	Leads instruction	Pushes in / co-teaches
9:40-9:55	Shared Text/Transition	15 min	Leads Instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
9:55-10:30	Science/Transition	35 min	Planning & preparation time	Planning & preparation time
10:30-11:05	Social Studies/Transition	35 min	Planning & preparation time	Planning & preparation time
11:05-11:30	Lunch/Transition	25 min	Teacher Lunch	Lunch Duty
11:35-12:00	Recess	25 min	Planning & preparation time	Teacher Lunch
12:00-12:05	Transition	5 min	Planning & preparation time	Teacher Lunch
12:05-12:30	Interactive Read Aloud and Whole Class Conversation	25 min	Leads instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
12:30-12:55	Problem Solving	25 min	Leads Instruction	Teacher Lunch
12:55-1:05	Snack/Transition	10 min	Assists with snack	Assists with snack
1:05-1:50	Writing Workshop	45 min	Leads instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
1:50-2:40	Reading Workshop	50 min	Pulls small groups	Pulls small groups
2:40-3:45	Learning Lab/Transition	65 min	Works with small groups	Leads instruction/works with small groups
3:45-4:00	Pack Up/Dismissal	15 min	Assists with dismissal	Assists with dismissal
4:00-4:10	Dismissal	10 min	Dismiss students to parents; bring students up for LP at 4:10	Assist with Upstairs Dismissal / Late Pick-Up

Kindergarten Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Greet Class in Cafeteria/ Transition from Breakfast	Greet Class in Cafeteria/ Transition from Breakfast	Greet Class in Cafeteria/ Transition from Breakfast	Greet Class in Cafeteria/ Transition from Breakfast	Greet Class in Cafeteria/ Transition from Breakfast
7:50-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-8:40	SFA: Stepping Stones	SFA: Stepping Stones	SFA: Stepping Stones	SFA: Stepping Stones	SFA: Stepping Stones
8:40-8:55	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition
8:55-9:40	Math	Math	Math	Math	Math
9:40-9:55	Shared Text/Transition	Shared Text/Transition	Reading Workshop	Shared Text/Transition	Shared Text/Transition
9:55-10:30	Science/Transition	Science/Transition		Science/Transition	Science/Transition
10:30-11:05	Social Studies/Transition	Special/Transition	Science/Transition	Social Studies/Transition	Special/Transition
11:05-11:30	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition
11:35-12:00	Recess	Recess	Recess	Recess	Recess
12:00-12:05	Transition	Transition	Transition	Transition	Transition
12:05-12:30	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation
12:30-12:55	Problem Solving	Problem Solving	Problem Solving	Problem Solving	Problem Solving
12:55-1:05	Snack/Transition	Snack/Transition	Snack/Transition	Snack/Transition	Snack/Transition
1:05-1:50	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
1:50-2:40	Reading Workshop	Reading Workshop	Professional Development	Reading Workshop	Reading Workshop
2:40-3:45	Learning Lab/Transition	Learning Lab/Transition	Professional Development	Learning Lab/Transition	Learning Lab/Transition
3:45-4:00	Pack Up/Dismissal	Pack Up/Dismissal	Professional Development	Pack Up/Dismissal	Pack Up/Dismissal
4:00-4:10	Dismissal	Dismissal	Professional Development	Dismissal	Dismissal

Grade 1 – 4 Sample Schedule: Scholar, Lead Teacher (LT), and Associate Teacher (AT)

Time	Daily Schedule	Time Allotted	L.T. Responsibilities	A.T. Responsibilities
7:45-7:50	Transition from Breakfast	5 min	Transitions class from cafeteria to classroom	Assists with arrival in cafeteria or hallways (may include assisting with late arrival)
7:50-8:10	Morning Meeting	20 min	Monitors students / pulls GR group	Takes attendance; begins HW check; makes follow-up phone calls
8:10-9:15	SFA: Reading Roots	65 min	Leads Reading Roots Group	Leads Reading Roots Group
9:15-9:25	Math Facts/Transition	10 min	Leads instruction	Pushes in / co-teaches
9:25-10:15	Math Workshop	50 min	Leads instruction	Pushes in / co-teaches
10:15-10:25	Snack/Transition	10 min	Assists with snack	Assists with snack
10:25-10:55	Problem Solving/Transition	30 min	Leads Instruction	Pushes in / co-teaches
10:55-11:50	Science/Transition	55 min	Leads Instruction	Pushes in / co-teaches
11:50-12:15	Lunch/Transition	25 min	Teacher Lunch	Lunch Duty
12:15-12:45	Recess/ Transition	20 min	Planning & preparation time	Teacher Lunch
12:45-12:55	Spelling	10 min	Leads instruction	Monitors/supports
12:55-1:55	Writing Workshop	60 min	Leads instruction	Monitors/supports
1:55-2:50	Social Studies/Transition	55 min	Leads instruction	Monitors/supports
2:50-3:50	Reading Workshop	60 min	Pulls small groups	Pulls small groups
3:50-4:15	Read Aloud and Whole Class Conversation	25 min	Leads instruction	Monitors/supports (or GR in another class if times are staggered)
4:15-4:30	Shared Text	15 min	Leads Instruction	Monitors/supports (or GR in another class if times are staggered)
4:30-4:35	Dismissal	5 min	Dismiss students to parents; bring students up for LP at 4:10	Assist with Upstairs Dismissal / Late Pick-Up

Grade 1 – 4 Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
7:50-8:10	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:10-9:15	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots
9:15-9:25	Math Facts/Transition	Math Facts/Transition	Reading Workshop	Math Facts/Transition	Math Facts/Transition
9:25-10:15	Math Workshop	Math Workshop		Math Workshop	Math Workshop
10:15-10:25	Snack/Transition	Snack/Transition	Math Workshop	Snack/Transition	Snack/Transition
10:25-10:55	Problem Solving/Transition	Problem Solving/Transition		Problem Solving/Transition	Problem Solving/Transition
10:55-11:50	Science/Transition	Science/Transition	Science/Transition	Science/Transition	Science/Transition
11:50-12:15	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition
12:15-12:45	Recess/ Transition	Recess/ Transition	Recess/ Transition	Recess/ Transition	Recess/ Transition
12:45-12:55	Spelling	Spelling	Writing Workshop/ Dismissal	Spelling	Spelling
12:55-1:55	Writing Workshop	Writing Workshop		Writing Workshop	Writing Workshop
1:55-2:50	Special/Transition	Social Studies/Transition	Professional Development	Special/Transition	Social Studies/Transition
2:50-3:50	Reading Workshop	Reading Workshop	Professional Development	Reading Workshop	Reading Workshop
3:50-4:15	Read Aloud and Whole Class Conversation	Read Aloud and Whole Class Conversation	Professional Development	Read Aloud and Whole Class Conversation	Read Aloud and Whole Class Conversation
4:15-4:30	Shared Text	Shared Text	Professional Development	Shared Text	Shared Text
4:30-4:35	Dismissal	Dismissal	Professional Development	Dismissal	Dismissal

Grade 5 Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:00	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
8:00-8:55	Nonfiction	Nonfiction	Nonfiction	Nonfiction	Nonfiction
9:00-10:20	Math	Math	Math	Math	Math
10:25-10:50	Recess	Recess	Recess	Recess	Recess
10:55-12:25	Literature	Literature	Literature	Literature	Literature
12:30-1:05	Composition	Composition	Composition	Composition	Composition
1:10-1:35	Lunch	Lunch	Lunch	Lunch	Lunch
1:40-2:00	Science	Science	Science	Science	Science
2:00-2:30	Science	Science	PD	Science	Science
2:35-3:45	Read Aloud	Read Aloud		Read Aloud	Read Aloud
3:50-4:30	Book Clubs	Book Clubs		Book Clubs	Book Clubs
4:35-5:30	Fitness	Big Cafe		Technology	Study Hall

10. Curriculum

(a) Curriculum Process

Discuss the process that will be used to further develop and implement the school's curriculum. More specifically:

- **Explain how the curriculum has been aligned to the New York State Core Curriculum, bearing in mind that the state has adopted the Common Core State Standards ("CCSS") as its core curriculum for English language arts and mathematics.**
- **Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.**
- **Describe the instructional materials that will be used in the classroom. If commercial or other pre-existing programs or materials will be used, explain the process for their selection. If any have already been selected, provide any evidence regarding their alignment to the school's curriculum framework (New York State Core Curriculum reflecting the adoption of the CCSS) and effectiveness with the intended student population. If instructional materials will be created, explain the process for their development and who will be responsible for it.**
- **Explain how the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners and students below or above grade level. Explain how teachers will use the curriculum materials that are developed to meet the needs of these students. Need to explain our track record and data on ELL and SPED kids to show our curriculum works for them.**
- **Describe the process the school will use to evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade. Describe who will be responsible for this process and how teachers will be involved.**
- **Describe the process the school will use to create or select new curriculum resources and instructional materials for new grades or courses, including who will be involved.**
- **Describe the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all students.**

Curriculum Design

While many schools endeavor to reduce the achievement gap between different groups of students, SCN schools endeavor instead to prevent the gap from arising in the first place and to provide all children with a phenomenal education. SCN works toward this goal in numerous ways, beginning with school design. SCN schools have been designed incorporating the strongest design elements of the best public and private schools.

SCN has had the advantage of being able to examine the more than 50 charter schools that have operated in New York City since 1998 and hundreds of traditional public schools, parochial schools, and independent schools. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, and Achievement First Schools as well as success public, parochial, and independent schools, to select the elements that are most effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful schools, it has been able to carefully select those elements that are most effective in helping schools realize impressive student achievement results while maintaining fiscal soundness.

As new grades and classes are added, it becomes necessary to create new curricula materials or to modify existing programs. The Director of Instruction, Director of Literacy, school leaders, and the SCN Instructional Development team research best practices from other successful schools and learn from the mistakes of those that have failed. For example, research was done examining several math programs to determine the most rigorous and effective curriculum. The Director of Instruction, Instructional Development Team and schools leaders researched seven different math programs, met with representatives of each publisher, pored over curriculum materials and observed model lessons. After three months of intensive research they recommended the implementation of Investigations TERC math with supplements for a comprehensive, rigorous, and NY State Standards aligned program. This process and level of intense research and comparison is how all components of the curriculum are selected to ensure the SCN curriculum is rigorous, effective, and aligned with all NY State Standards and Core Curriculum State Standards.

The educational focus and philosophy of all SCN schools is centered on the belief that all children can learn. All students can achieve at the highest levels - not just children who come to school from privileged backgrounds but everyone, regardless of initial school readiness. The Board of this school believes that all students deserve an education that will challenge, inspire, and prepare them for a better future. We also believe that our school can make the difference, not only to the children that will be served, but also to families and the surrounding community. In fact, achievement scores at all of the schools with which SCN schools are co-located have improved since a Success Academy moved in.

The schools where this program is currently in use provide the clearest examples of the success of the proposed school's instructional program. The existing schools managed by the Success Charter Network have shown very impressive student achievement results in all areas. The first school to open, Harlem Success Academy Charter School 1 (HSA1), located in New York City Community School District 3, serves a population of which approximately three-quarters are eligible for the federal Free and Reduced Price Lunch program. For two years in a row, the SCN school design has resulted in scores among the highest in the city,

despite being a Title I school. In the first year of state testing, 2008-2009, 95% of students scored proficient or advanced in English and Language Arts, and 100% of students scored proficient or advanced in Math, with over 70% attaining the highest score possible. In the 2009-2010 year, despite the fact that the bar was raised twenty points in reading and thirty points in math, 97% of third graders and 93% fourth graders scored at least proficient on the math test, and 89% and 86% passed the ELA test, respectively. This earned the school the ranking of #1 public school in New York City and ranked it in the top 1% of schools statewide in third grade reading and math scores. Further, it outperformed its district of location (CSD 3) by 34 percentage points. HSA1 also outperformed the much wealthier districts that serve the Upper East Side of Manhattan by 15 points and Scarsdale, NY by six points. Other SCN schools will take state tests for the first time in the coming year, but internal assessments have demonstrated a trend that shows the program is likely to continue to produce similarly stellar results. The curriculum outlines below has enabled HSA1 and other SCN schools to be successful.

Curriculum

THINK Literacy

THINK Literacy is a framework that teaches scholars to become avid readers, elegant writers and critical thinkers. At the heart of THINK Literacy is Success Academies' deep belief that scholars become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. The THINK framework provides a balance between modeled teacher reading and writing, teacher reading and writing with scholars, and independent reading and writing by scholars. Each and every day our scholars see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

THINK Literacy stands firmly on the premise that all students can learn to read and write. The balance between reading and writing allows students to receive the instruction needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK literacy program involves multiple components, including Writer's Workshop, Reader's Workshop, Guided Reading, Independent Reading, Interactive Writing, Shared Reading, Non-fiction study, and more.

THINK literacy includes, but is not limited to:

1. Reading Workshop: Reading Workshop consists of a Mini-Lesson with a clear teaching point followed by students reading independently with a purpose (scholars are reading at their own independent levels); teachers instructing with individual students or in small groups and assessing student progress; students are reading at least 30 of the 50 minutes; students discuss texts in leveled partnerships or book clubs.
 - To give scholars an opportunity to read and comprehend books at their independent level
 - To build reading stamina
 - To develop and strengthen comprehension skills, fluency, and decoding strategies

2. Interactive Read Aloud: Planned read aloud focusing on specific reading skills; includes teacher demonstration and student participation/discussion.

- To develop and deepen reading comprehension strategies
- To model fluent reading and other proficient reading behaviors
- To develop accountable talk
- To build vocabulary
- To support the writing workshop

3. Shared Reading: The teacher reads with scholars, ensuring all eyes are on the same text (poster, individual student copies, big book).

- To use one text throughout the week with the focus on a different aspect each day
- To work on reading comprehension, word work, fluency, and vocabulary

4. Independent Reading (whole class): Students read independently with a purpose (scholars are reading at their own independent levels); teachers instruct students and assess student progress.

- To give scholars an opportunity to read and comprehend books at their independent level
- To build reading stamina
- To develop and strengthen comprehension skills, fluency, and decoding strategies

5. Guided Reading (small group): Scholars are grouped fluidly according to their independent and instructional reading levels; each teacher gives a book introduction and then coaches and assesses scholars as they read. The teacher teaches one strategy to the group and may extend with word work. Based on the assessment, the teacher creates strategy groups and works with scholars on areas where they need more guidance.

- Can also be used to support scholars at their current independent reading level
- To support scholars as they progress to the next independent reading level

6. Word Study: Scholars will focus on spelling, phonics, vocabulary, and grammar.

- To teach conventions of written and oral language
- To focus on vocabulary development

7. Writing Workshop: Writing Workshop consists of a Mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing each student's growth and development. Students write for at least 25 of the 45 minutes of this period.

- To provide uninterrupted time for students to write about self-chosen topics
- To learn and practice correct usage of conventions
- To learn the craft of writing and transfer that skill across multiple genres
- To expose to scholars to different genres

8. Interactive Writing/Grammar: The students and the teacher compose a story together. Through this interactive instruction, students use their own whiteboards to write along and also contribute to the overall class story.

9. Non-Fiction Study: The non-fiction component of the THINK literacy program incorporates non-fiction texts into literacy units in grades K-4 and students read non-fiction texts as part of separate class in grades 5-8. Students read non-fiction texts that correspond to other academic subjects, including social studies, science, and the arts.

SCN schools supplement THINK literacy with Success For All (SFA), a research-based and research-proven program that provides children with experiences that prepare them for success in the primary grades. Specifically, SCN schools use components of KinderCorner, an all day Kindergarten curriculum that fosters the development of children's language, literacy, and interpersonal skills.

SFA's Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text. Classroom DVDs linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading. Throughout the enriched Kindergarten program, there is a focus on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing, which creates a solid foundation for reading and learning.

Starting in 1st grade, the school will use SFA's Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness through randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process.

In accordance with the THINK literacy model, students are grouped by reading ability level beginning in the first grade. Retesting and regrouping occurs every eight weeks, allowing teachers the opportunity to work intensively with a group of 8-15 students who are all performing at approximately the same level, thus allowing the teacher to achieve dramatic gains with these students. Cooperative learning embedded throughout the program focuses on individual accountability, equal opportunity for success, and team recognition. Providing the opportunity to work with peers to meet specific learning goals enables scholars to master basic reading, writing, and mathematical skills as they continue to grow as thoughtful learners.

SCN Math

The Math curriculum at SCN schools provides students with the opportunity to develop theoretical, conceptual, and practical mathematical understandings.

TERC *Investigations in Number, Data, and Space* is a K-5 Mathematics curriculum aligned to New York State Standards that is designed to support children as they make sense of mathematical ideas. The *Investigations* program is used at SCN schools because it is based on extensive classroom-based field-testing on how children most effectively learn mathematics.

Investigations math offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding and procedural and computational fluency. The program is centered on activity-based investigations, which encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students are consistently writing, drawing, and talking about math in order to deepen their understandings. Mathematics content includes the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs.

SCN schools supplement TERC *Investigations in Number, Data, and Space* with Cognitively Guided Instruction (CGI), a mathematical approach that requires students to use their own mathematical understandings to problem-solve. CGI requires each student to solve problems using their own mathematical strategies; these strategies are then shared with the entire class in order to advance all students' mathematical understandings.

SCN Science

Success Academy scholars take science five days a week beginning in kindergarten. By the end of kindergarten our scholars will have conducted 135 experiments. Students learn aerodynamics in first grade and robotics in fifth grade. SCN students love to ask question and our schools capitalize on their natural curiosity with a hands-on approach. Our scholars conduct experiments and are encouraged to observe and ask questions about the world around them.

For too long science has taken a back seat to reading and mathematics in our country's schools. African American and Hispanic fourth grade students in New York City are approximately 2.5 years behind their white peers in science. Fourth grade students in New York City who qualify for free or reduced lunch are almost three years behind their peers who do not qualify for free or reduced lunch. Even worse, the National Assessment of Educational Progress found that only 3 percent of African American high school seniors were able to display anything more than partial mastery of the "knowledge and skills that are fundamental for proficient work" in the sciences.¹ These students are given high school diplomas without the skills necessary to secure high-paying jobs in science-related fields. SCN is determined to reverse this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. The SCN curriculum ensures that all students receive discovery-based experimental science instruction five days a week beginning in kindergarten.

Social Studies/ Geography

It is critically important that students comprehend the world around them, their history, and the history of other cultures. The SCN social studies curriculum allows students to master key concepts and vocabulary, geography, and cause and effect relationships. It also allows students the opportunity to develop their non-fiction reading skills and take part in relevant field studies where they can learn first-hand about cultures and communities.

Specials and Enrichment at SCN

¹ Science statistics come from the National Assessment of Educational Progress, 2005.

In addition to a rich and rigorous academic curriculum, SCN schools have a carefully designed and robust program that includes a selection of art, dance, music, chess, theater, sports, and discovery oriented science five days a week. The applicants believe that this is a critical part of SCN's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers and great scholars. This is why Success Academy scholars go on numerous "field studies" as well as using the THINK Literacy and TERC-Investigations math curriculum. This serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

Curriculum Support

To support the development of the Success Charter Network's educational program and school culture, SCN staffers participate in regular training, professional development sessions, conferences, observations, and site-visits. Ongoing professional development is customized for the entire network and individual schools based on feedback from network leaders, school leaders, and teachers. These regular training sessions focus on providing teachers with the knowledge, skills, and instructional materials they need to implement the curriculum at a high level.

The SCN team partners with school leaders to provide extensive guidance and resources to faculty. They create a system of challenging goals and specific unit and lesson objectives, planned backwards from accountability goals, particularly in core subject areas of math, literacy, and writing. This is paired with strong, standards- and vertically-aligned assessments designed to gauge teaching effectiveness and ensure a constant stream of data on student master of skills and objectives.

Instructional support staff, such as the Director of Instruction, Director of Literacy and the Instructional Development team, provides curriculum maps, scope and sequences, calendars, templates, rubrics and all necessary materials to ensure that all teachers are well prepared. These materials are presented and utilized during Faculty Orientation and professional development sessions.

SCN has from day one systematically documented its curriculum to ease the implementation of the Success school model in future charter schools. All materials, including year-long scope and sequences, unit overviews, lessons, video models, and general resources can be found on the networks share drive.

SCN also partners with leaders to provide and extensive program of both network-wide and school-based professional development. This includes ongoing professional development and training prior to the launch of each unit and to track student progress against end-of-unit benchmarks and end-of-semester benchmarks. This generally occurs during the weekly professional development time scheduled for each Wednesday afternoon. A more in-depth discussion of the professional development program can be found in Attachment 13.

The Director of Instruction and Director of Literacy and other instructional coaches make regular on-site visits to engage in the same activities, support the Lead Teacher/facilitator, and discuss with teacher teams how to use data and a basic problem-solving model to inform and improve instruction and properly group and accelerate students and create a plan of action for struggling students. This team also presents workshops on topics appropriate to the school's needs. Coaches will use professionally developed videos, model lessons, and

interactive sessions to present topics such as strategies for teaching English Language Learners, proactive behavior management, teaching particular reading strategies, or parent involvement.

As mentioned in our policies and strategies for serving students with disabilities and those students who are English Language Learners, general education faculty will be given professional development in properly identifying students they suspect may need an IEP or who may be ELL, and other topics including blended programming, co-teaching models and consultant teaching models.

Curriculum Evaluation and Revision

Evaluating the overall effectiveness of the curriculum is based on student achievement measured against end of year goals. When students consistently meet or exceed planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, the SCN team and leaders go back to the drawing board to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

At the end of each school year, teachers and leaders review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation also takes place during the school year. Collaboration is central to how SCN schools analyze data. Teachers and school leaders meet once a week to discuss how students performed on tests and assessments. Meetings generally center on the following questions:

- How did the school perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?
- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Data will be used to guide teachers as they make instructional decisions and inform school leaders as they plan for interventions for groups and individual children each day.

School leaders, the Director of Instruction, the Director of Literacy and the Instructional Development team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences professional development topics, which are constantly being reviewed and re-prioritized in order to meet teacher and student needs.

The success of the students, school, and therefore curriculum will be continuously under examination. SCN's design element of student performance data allows the school leadership

to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular eight-week reading and monthly math assessments, as well as other nationally normed assessments will provide value-added data throughout the year to be used longitudinally over multiple years. The Fountas and Pinnel (F&P) assessment or similar assessment will be used quarterly for formal assessment of reading progress. The school will hold data reviews at least every quarter as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach New York State Standards, Core Curriculum State Standards and school end of year goals. Additionally, the New York State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

10. Curriculum

(b) Curriculum Framework

Provide evidence that the proposed school's curriculum would allow students to meet or exceed the performance standards established by the Board of Regents.

At a minimum, submit curriculum materials (see suggested template at Appendix A of this RFP) for all grade levels for which the proposed school would be authorized to provide instruction in its first year of operation aligned to New York State Standards (reflecting the adoption of the CCSS) for each of the four core content areas: English language arts, mathematics, science and social studies. These minimum requirements do not preclude an applicant from providing a complete curriculum framework for all grades proposed throughout the initial charter period to demonstrate the articulation of the instructional program over that time period. In addition, the proposal must provide at least a narrative description of the curriculum in any other content area in which the school would provide instruction in its first year of operation, e.g., art, music, foreign language.

The curriculum materials should include a key or explanation of the document's organization, and should include a list of source documents for any references used in the curriculum itself. Given that curricular materials tend to be large documents, a table of contents is

On the following pages, please find:

Math Standards Alignment

ELA Standards Alignment

Science Standards Alignment

Social Studies Standards Alignment

SCN Specials Standards Alignment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Know number names and the count sequence.	Count to 100 by ones and by tens.	SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Know number names and the count sequence.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Know number names and the count sequence.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Count to tell the number of objects.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Count to tell the number of objects.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Count to tell the number of objects.	Understand that each successive number name refers to a quantity that is one larger.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Count to tell the number of objects.	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Compare numbers.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹	SCN Math Unit 3: Measurement: Compare	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Compare numbers.	Compare two numbers between 1 and 10 presented as written numerals.	SCN Math Unit 3: Measurement: Compare	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	SCN Math Unit 4: Addition SCN Math Unit 5: Bunk Beds and Apple Boxes SCN Math Unit 6: Combinations SCN Math Unit 7: Beads and Shoes, Making Twos CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Fluently add and subtract within 5.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	
Measurement and data	Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	SCN Math Unit 3: Measurement: Compare	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 8: Measureable Attributes	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Measurement and data	Describe and compare measurable attributes.	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	SCN Math Unit 1: Attributes	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 3: Measurement: Compare	Formal: End of Unit Assessment
			SCN Math Unit 8: Measureable Attributes	Cumulative: SCN Math Interim Assessment
			CGI: Problem Solving	
Measurement and data	Classify objects and count the number of objects in each category.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3	SCN Math Unit 1: Attributes	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 3: Measurement: Compare	Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Correctly name shapes regardless of their orientations or overall size.	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Analyze, compare, create, and compose shapes.	Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Analyze, compare, create, and compose shapes.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist
				Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment
Geometry	Analyze, compare, create, and compose shapes.	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist
				Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Represent and solve problems involving addition and subtraction.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction	Formal: End of Unit Assessment
			SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Represent and solve problems involving addition and subtraction.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction	Formal: End of Unit Assessment
			SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	SCN Math Unit 4: Combinations Revisited and Subtraction	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 8: Combinations of 10	Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	SCN Math Unit 4: Combinations Revisited and Subtraction	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 8: Combinations of 10	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Add and subtract within 20.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Add and subtract within 20.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Work with addition and subtraction equations.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction	Formal: End of Unit Assessment
			SCN Math Unit 8: Combinations of 10	Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Work with addition and subtraction equations.	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction	Formal: End of Unit Assessment
			SCN Math Unit 8: Combinations of 10	Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	SCN Math Unit 1: Number Counting	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 6: Counting Higher Numbers	Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Number and operations in Base ten	Extend the counting sequence.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	SCN Math Unit 8: Combinations of 10	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	SCN Math Unit 1: Number Counting SCN Math Unit 6: Counting Higher Numbers SCN Math Unit 8: Combinations of 10	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	SCN Math Unit 1: Number Counting SCN Math Unit 6: Counting Higher Numbers SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Number and operations in Base ten	Extend the counting sequence.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	SCN Math Unit 1: Number Counting SCN Math Unit 6: Counting Higher Numbers SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Measurement and data	Measure lengths indirectly and by iterating length units.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	SCN Math Unit 5: Measurement Money and Time	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Measurement and data	Measure lengths indirectly and by iterating length units.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	SCN Math Unit 5: Measurement Money and Time	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Measurement and data	Measure lengths indirectly and by iterating length units.	Tell and write time in hours and half-hours using analog and digital clocks.	SCN Math Unit 5: Measurement Money and Time	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Measurement and data	Measure lengths indirectly and by iterating length units.	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	SCN Math Unit 9: Data Analysis	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Reason with shapes and their attributes.	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	SCN Math Unit 3: 2D Geometry	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 7: 3D Geometry	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Reason with shapes and their attributes.	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. ⁴	SCN Math Unit 3: 2D Geometry	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 7: 3D Geometry	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Reason with shapes and their attributes.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	SCN Math Unit 3: 2D Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading-Literature	Key Ideas and Details	Ask and answer questions about key details in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Key Ideas and Details	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Key Ideas and Details	Describe characters, settings, and major events in a story, using key details.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Craft and Structure	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

**SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards**

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading-Literature	Craft and Structure	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Craft and Structure	Identify who is telling the story at various points in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Integration of Knowledge and Ideas	(Not applicable to literature)		
Reading-Literature	Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Literature	Range of Reading and Level of Text Complexity	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	
			Shared Text	
Reading- Informational Text	Key Ideas and Details	Ask and answer questions about key details in a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	
Reading- Informational Text	Key Ideas and Details	Identify the main topic and retell key details of a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	
Reading- Informational Text	Key Ideas and Details	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Informational Text	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Craft and Structure	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Craft and Structure	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Informational Text	Integration of Knowledge and Ideas	Identify the reasons an author gives to support points in a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Integration of Knowledge and Ideas	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment
Reading- Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Success For All: Reading Roots (see SFA Standards Alignment) Shared Text	Informal: Classroom Observations, Guided Reading, Shared Text Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 6: Writing in a Content Area	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 5: Authors as Mentors	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	(Begins in grade 3)		

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative	Informal: Classroom Observation, Writing Practice Groups
			THINK Literacy Writing Unit 2: Writing Small Moment Stories	Formal: SCN Writing Prompt
			THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers	
			THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books	
			THINK Literacy Writing Unit 5: Authors as Mentors	
			THINK Literacy Writing Unit 6: Writing in a Content Area	
			THINK Literacy Writing Unit 7: Poetry	

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 6: Writing in a Content Area	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 6: Writing in a Content Area	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	(Begins in grade 4)		
Writing	Text Types and Purposes	(Begins in grade 3)		

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Speaking and Listening	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation
Speaking and Listening	Comprehension and Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation
Speaking and Listening	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Speaking and Listening	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation
Speaking and Listening	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt

**SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards**

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Speaking and Listening	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry Read Aloud with Whole Class Conversation Guided Reading	CONVENTION

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Language	Knowledge of Language	(Begins in grade 2)		

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry Read Aloud with Whole Class Conversation Guided Reading	Informal: Stepping Stones Assessment Formal: F&P

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Vocabulary Acquisition and Use	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observation, Guided Reading, Read Aloud with Whole Class Conversation
Language	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Read Aloud with Whole Class Conversation	Informal: Classroom Observations, Guided Reading, Guided Reading, Read Aloud with Whole Class Conversation Formal: F&P

New York



Success for All Alignment to The New York English Language Arts Core Curriculum



2005

Success for All Alignment The New York English Language Arts Core Curriculum

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Success for All Foundation is a nonprofit education reform organization that develops and offers training, curriculum materials, and implementation support to schools adopting Success for All®, MathWings™, and Curiosity Corner®. These research-based programs were originally developed at Johns Hopkins University.

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Kindergarten KinderCorner

Reading

LITERACY COMPETENCIES

The **reading** competencies common to all four ELA standards in which students are making adequate progress during kindergarten are

Phonological and Phonemic Awareness, Print Awareness, Alphabet Recognition and Phonics, Fluency, Background Knowledge and Vocabulary Development

Students will identify and produce spoken words that rhyme; blend beginning sound with ending sound to form known words in rhyming word families; count or tap the number of syllables in spoken words; isolate, identify, categorize, blend, and segment phonemes; recognize the remaining word when a phoneme is removed; make a new word by adding a phoneme to an existing word; substitute one phoneme for another to make a new word; understand the purpose of print is to communicate; follow left-to-right and top-to-bottom direction when reading English; track print by pointing to written words when texts are read aloud by self or others; identify the parts of a book and their functions; recognize and name automatically all uppercase and lowercase manuscript letters; recognize that individual letters have associated sounds; recognize that the sequence of letters in written words represents the sequence of sounds in spoken words; identify some consonant letter-sound correspondences; recognize and identify some sight words; read automatically a small set of high-frequency sight words; read familiar kindergarten-level texts at the emergent level; learn the meaning of new words and use them; connect vocabulary and life experiences to ideas in books

KinderCorner

I Am Amazing! I Feel Fine! p. 167, 172, 192

Head to Toe p. 44, 63, 85, 86, 90, 108, 109, 113, 114, 121, 127, 129, 133, 174, 179, 192, 194, 195, 216, 217, 221, 229, 268, 241, 242

Cornucopia p. 28, 43, 58, 80, 97, 140, 141, 157, 177, 180, 211, 212, 215

What's on the Menu? p.50, 51, 56, 72, 73, 87, 92, 107, 111, 127, 130, 134, 135, 154, 155, 157, 163, 171, 172, 186, 189, 203, 206

Sing a Song Paint a Picture p. 18, 29, 36, 56, 57, 69, 80, 81, 83, 99, 100, 103, 116, 117, 139, 158, 159, 162,

Words & Roads Take Us Places p. 49, 87, 89, 164, 165, 180, 181

Safe & Sound p. 68, 83, 84, 99, 136, 145, 155, 163, 171, 179

Buggy About Spring p. 26, 42, 46, 55, 76, 96, 115, 164, 172, 173, 190, 204

City Garden & Country Farms p. 17, 24, 57, 65, 82, 91, 99, 101, 113, 127, 128, 135, 143, 146, 153, 171 186

Fur & Feathers p. 17, 27, 32, 36, 44, 53, 63, 66, 72, 73, 90, 91, 105, 129, 146, 157, 167, 183, 199, 200

Water Wonders p. 68, 84, 85, 103, 159, 173, 174, 190

Earth Day Is Every Day p. 35, 47, 65,

163, 167, 179, 183, 198, 199, 217 <i>Winter Weatherland</i> p. 44, 56, 79, 80, 81, 87, 99, 100, 111, 117, 156, 157, 161, 166, 179, 180, 181, 182 <i>Day & Night Dark & Light</i> p. 21, 27, 28, 36, 44, 50, 51, 64, 70, 81, 82, 99, 86, 88, 106, 141, 147, 154, 164, 166, 182, 194, 199, 200	68, 74, 83, 84, 86, 122, 141, 161, 180, 196

Comprehension Strategies Students will notice when sentences do not make sense; make predictions about story events; answer questions about text read aloud; retell or dramatize stories or parts of stories	
KinderCorner <i>Welcome to School</i> p. 23, 24, 25, 79, 123, 127 <i>I Am Amazing! I Feel Fine!</i> p. 72, 135, 142, 177 <i>Those Nearest & Dearest</i> p. 47, 72 <i>Cornucopia</i> p. 24, 49, 127, 168 <i>What's on the Menu?</i> p. 43, 44, 65, 123, 126, 148, 151, 184 <i>Sing a Song Paint a Picture</i> p. 23, 29, 71, 77, 131, 132, 193 <i>Winter Weatherland</i> p. 58, 68, 115, 158, 162, 175, 176 <i>Day & Night Dark & Light</i> p. 29, 52, 120, 125, 148, 160, 162, 178	 <i>Words & Roads Take Us Places</i> p. 85, 87, 119, 143, 178 <i>Buggy About Spring</i> p. 22, 30, 58, 59, 60, 65, 81, 82, 101, 109, 110, 134, 136, 153, 157, 167 <i>City Garden & Country Farms</i> p. 41, 51, 62, 69, 77, 97, 102, 109, 114, 128, 135, 148, 175 <i>Fur & Feathers</i> p. 54, 102, 123, 147, 153, 161 <i>Water Wonders</i> p. 135, 145, 151, 156, 162, 171, 189, 194 <i>Earth Day Is Every Day</i> p. 28, 44, 47
Motivation to Read Students will show interest in reading a range of kindergarten-level texts from a variety of genres; read voluntarily familiar kindergarten-level texts; show familiarity with some book titles and authors	
KinderCorner <i>Welcome to School</i> p. 37, 54, 120, 122 <i>I Am Amazing! I Am Fine!</i> p. 71, 114, 216, 218 <i>Those Nearest & Dearest</i> p. 70, 71, 120, 161, 171, 237	 <i>Words & Roads Take Us Places</i> p. 21, 46, 46, 147, 176, 191 <i>Safe & Sound</i> p. 23, 52, 95, 111, 132, 152, 150, 167, 182, 183 <i>Buggy About Spring</i> p. 42, 48, 63, 72, 112,

<i>Head to Toe</i> p.74, 77, 78,99, 122, 143, 146, 152, 164, 186, 208, 232 <i>Cornucopia</i> p. 53, 201, 215, 216 <i>What's on the Menu?</i> p. 149, 193, 194 <i>Sing a Song Paint a Picture</i> p. 62, 63, 75, 85, 113, 152 <i>Day & Night Dark & Light</i> p. 51, 67, 74, 113, 172, 195, 196	146, 154, 169, 181 <i>City Garden & Country Farms</i> p. 35, 46, 75, 80, 95, 111, 135, 147, 183 <i>Fur & Feathers</i> p.22, 23, 28, 52, 70, 84, 145, 146, 159 <i>Water Wonders</i> p. 14, 43, 49, 50, 63, 80, 141, 169

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to **read** include

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

Students will locate and use classroom and library media center resources to acquire information, with assistance; read familiar informational texts to begin to collect data, facts, and ideas, with assistance; interpret information represented in simple charts and webs; draw on a prior experience to understand new data, facts, and ideas

KinderCorner

I Am Amazing! I Feel Fine! p. 167, 172, 192

Head to Toe p. 44, 63, 85, 86, 90, 108, 109, 113, 114, 121, 127, 129, 133, 174, 179, 192, 194, 195, 216, 217, 221, 229, 268, 241, 242

Cornucopia p. 28, 43, 58, 80, 97, 140, 141, 157, 177, 180, 211, 212, 215

What's on the Menu? p.50, 51, 56, 72, 73, 87, 92, 107, 111, 127, 130, 134, 135, 154, 155, 157, 163, 171, 172, 186, 189, 203, 206

Sing a Song Paint a Picture p. 18, 29, 36, 56, 57, 69, 80, 81, 83, 99, 100, 103, 116, 117, 139, 158, 159, 162, 163, 167, 179, 183, 198, 199, 217

Winter Weatherland p. 44, 56, 79, 80, 81, 87, 99, 100, 111, 117, 156, 157, 161, 166, 179, 180, 181, 182

Words & Roads Take Us Places p. 49, 87, 89, 164, 165, 180, 181

Safe & Sound p. 68, 83, 84, 99, 136, 145, 155, 163, 171, 179

Buggy About Spring p. 26, 42, 46,55, 76, 96, 115, 164, 172, 173, 190, 204

City Garden & Country Farms p. 17, 24, 57, 65, 82, 91, 99, 101, 113, 127, 128, 135, 143, 146, 153, 171 186

Fur & Feathers p. 17, 27, 32, 36, 44, 53, 63, 66, 72, 73, 90, 91, 105, 129, 146, 157, 167, 183, 199, 200

Water Wonders p. 68, 84, 85, 103, 159, 173, 174, 190

Earth Day Is Every Day p. 35, 47, 65, 68, 74, 83, 84, 86, 122, 141, 161, 180, 196

<i>Day & Night Dark & Light</i> p. 21,27, 28, 36, 44, 50, 51, 64, 70, 81, 82, 99, 86, 88, 106, 141, 147, 154, 164, 166, 182, 194, 199, 200	
Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will comprehend and respond to literary texts and performances; engage in pre-reading and reading activities to - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - make connections between personal experiences and stories read - predict what might happen next in a story read aloud - retell a story, with assistance - dramatize or retell stories, using puppets, toys, and other props	
KinderCorner All themes during <i>Story Tree, Library Lab, Dramatic Play Lab, Write Away</i>	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will identify and explain ideas and experiences from texts and performances; engage in pre-reading and reading activities to - identify what they know and have learned about a specific story or topic - use illustrations to assist in understanding the content of a text and to anticipate what will happen next - predict what could happen next or the outcome of a story or article read aloud - change the sequence of events in a story to create a different ending, with assistance - form an opinion about the differences between events in a story and events in own life - evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations - distinguish between real and imaginary stories	
KinderCorner All themes during <i>Let's Talk, Spotlight On, Story Tree, Library Lab, Dramatic Play Lab, Let's Think About It</i>	
Standard 4: Students will read, write, listen, and speak for social interaction.	

Students will share reading experience to establish, maintain, and enhance personal relationships; respect the age, gender, and cultural traditions of the writer, with assistance; recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance	
KinderCorner All themes during <i>Greetings, Readings, & Writing, Let's Talk, Story Tree, Stepping Stones, Learning Labs, Let's Daydream, Let's Think About It, Home Link</i>	

Kindergarten Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	
Print Awareness, Handwriting, Motivation to Write Students will use left-to-right and top-to-bottom direction when writing English; use spacing between letters and words when writing on a line; use developing knowledge of letter-sound correspondences to spell independently; use conventional spelling to spell some common or familiar words; write correctly own first and last names and the names of some friends or family; write legibly some uppercase and lowercase letters; label drawings with letters or words; write as part of play; write compositions that include letters or words and drawings to communicate for different purposes; write voluntarily to communicate for different purposes; share writing with others	
KinderCorner <i>Welcome to School</i> p. 17-19, 29, 31, 43, 91-96, 110, 112, 117, 122, 131, 133 <i>I Am Amazing! I Feel Fine!</i> p. 37, 38, 51, 55, 57, 62, 67, 74, 75, 80, 84, 105, 109, 115, 186, 187, 203, 206, 207, 211, 218, 222, 226 <i>Those Nearest & Dearest</i> p. 17, 35, 45, 55, 56, 57, 65, 67, 127, 131, 135,	<i>Day & Night Dark & Light</i> p. 17, 27, 29, 36, 109, 168, 169, 172, 174, 179, 182, 183, 194, 196, 197, 200, 203 <i>Words & Roads Take Us Places</i> p. 17, 23, 24, 34, 41, 53, 73, 80, 81, 92, 97, 103, 110, 115, 130, 135, 150, 161, 182, 189, 191 <i>Safe & Sound</i> p. 17, 26, 27, 28, 36, 41, 43, 54, 102, 107, 115, 121, 125, 159,

137, 185, 188, 193, 228, <i>Head to Toe</i> p. 19, 44, 45, 101, 102, 103, 108, 143, 153, 194, 215, 216, 221, 227, 240, 239 <i>Cornucopia</i> p. 17, 31, 38, 39, 57, 115, 117, 123, 132, 133, 140, 185, 194, 197, 209, 214 <i>Sing a Song! Paint a Picture!</i> p. 34, 40, 101, 110, 114, 116, 121, 130, 138, 157, 175, 176, 186, 192, 210 <i>What's on the Menu?</i> p. 29, 30, 36, 37, 61, 67, 83, 89, 103, 109, 120, 121, 125, 141, 142, 147, 162, 167, 182, 183, 187, 195, 203, 207, 221 <i>Winter Weatherland</i> p. 17, 50, 62, 67, 75, 79, 80, 82, 84, 89, 136, 142, 143, 149, 156, 161, 171, 184, 189, 205, 214, 216, 217	169, 171, 174, 179, <i>Buggy About Spring</i> p. 28, 34, 35, 41, 60, 65, 80, 119, 120, 125, 142, 147, 159, 163, 166, 175, 176, 200, 201, 205, 208, 209 <i>Fur & Feathers</i> p. 18, 20, 32, 37, 38, 50, 55, 93, 94, 99, 101, 113, 120, 125, 132, 138, 139, 158, 163, 171, 174, 175, 202 <i>City Gardens Country Farms</i> p. 17, 19, 22, 23, 24, 25, 29, 32, 36, 37, 49, 57, 58, 76, 90, 93, 106, 108, 111, 122, 133, 137, 149, 167, 170, 183, 186, 191, 202 <i>Water Wonders</i> p. 25, 26, 27, 33, 35, 53, 54, 59, 72, 87, 101, 103, 105, 119, 122, 127, 133, 144, 162, 174, 177, 187, 190, 193 <i>Earth Day Is Every Day</i> p. 17, 28, 34, 35, 39, 50, 51, 55, 68, 69, 73, 83, 86, 87, 100, 102, 103, 115, 122, 129, 138, 145, 146, 151, 159, 164, 177, 180, 183, 196, 199

GRADE-SPECIFIC PERFORMANCE INDICATORS Specific performance indicators that kindergarten students are developing as they learn to write include	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will copy letters and words from books, magazines, signs, charts, and own dictation; write own name on pictures, drawings, paintings, and written products; draw or write facts and ideas gathered from personal experiences; use graphics such as posters to communicate information from personal experiences; maintain a portfolio of informational writings and drawings, with assistance; draw pictures to record facts from a lesson, with assistance; use resources such as a picture dictionary or word wall to find and write words, with assistance	
KinderCorner All themes during <i>Greetings, Readings & Writings, Stepping Stones, Writing Lab, Write Away</i>	

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

Students will:

Draw or write original literary texts to

- create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance
- create poems or jingles, using pictures/drawings and some words, with assistance

Draw or write to respond to text to

- express feelings about characters or events in a story
- describe characters or events
- list a sequence of events in a story, with assistance
- retell a story;

Maintain a portfolio of writings and drawings in response to literature, with assistance

KinderCorner

All themes during *Greetings, Readings & Writings, Writing Lab, Write Away*

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

Students will:

Draw and/or write to express opinions and judgments to

- share what they know and have learned about a theme or topic
- respond in pictures or words to an experience or event shared by a classmate
- depict an opinion about statements, illustrations, characters, and events in written and visual texts
- compare characters and settings within and between stories
- describe the differences between real and imaginary experiences, with assistance

Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance

KinderCorner

All themes during *Greetings, Readings & Writings, Story Tree, Writing Lab, Write Away*

Standard 4: Students will read, write, listen, and speak for **social interaction**.

Students will Share writings and drawings with peers or adults; for example,

write/draw with a partner or in a cooperative group; respect the age, gender, and culture of the recipient, with assistance; write friendly letters to others; maintain a portfolio of writings and drawings for social interaction, with assistance	
KinderCorner All themes during <i>Greetings, Readings & Writings, Story tree, Writing Lab, Write Away, Home Link</i> Write friendly letters <i>Those Nearest & Dearest</i> p. 28, 94, 138, 159,	

Kindergarten Listening

LITERACY COMPETENCIES	
The listening competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	
Listening Students will listen attentively to spoken language; listen attentively for different purposes; understand and follow oral directions; listen respectfully without interrupting others	
KinderCorner <i>Welcome to School</i> p. 18, 35, 50, 54, 55, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 <i>I Am Amazing! I Feel Fine!</i> p. 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 <i>Those Nearest and Dearest</i> p. 39, 71,	24, 25, 35, 38, 46, 47, 50, 51, 52, 60, 68, 72, 75, 76, 77, 82, 83, 85, 96, 102, 104, 110, 111, 112, 113, 115, 119, 120, 126, 127, 128, 133, 138, 140, 141, 143, 148, 150, 151, 153, 156, 157, 161, 164, 168, 173, 174, 175, 181, 189, 191, 193, 200, 207, 208, 212, 213, 220 <i>Winter Weatherland</i> p. 17, 18, 19, 20, 22, 23, 32, 36, 45, 47, 48, 49, 60, 61, 62, 67, 68, 72, 80, 89, 90, 91, 94, 102, 107, 108, 109, 110, 112, 113, 120, 121, 127, 128, 132, 133, 144, 145, 149, 150, 152, 155, 156, 162, 163, 164, 167, 171, 172, 175, 189, 205,

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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to *listen* include

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

Students will acquire information from nonfiction text; identify words and sentences on a chart, with assistance; follow a two step direction; identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information; identify similarities in information about people, places, and events

KinderCorner

All themes during *Greetings, Readings, & Writings, Spotlight On, Learning Labs, Stepping Stones, Let's Think About It, Home Link*

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

Students will listen to literary texts and performances to

- appreciate and enjoy literary works
- match spoken words with pictures, with assistance
- recall a sequence of events from a personal experience or story
- identify character and setting
- respond to vivid language (e.g., nonsense words and rhymes)
- identify specific people and places
- distinguish between **a story and a poem, with assistance**

KinderCorner

All themes during *Greetings, Readings, & Writings, Let's Talk, Spotlight On, Rhyme Time, Story Tree, Let's Daydream, Let's Think About It, Home Link*

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

Students will form an opinion or evaluate information on the basis of information in the world; form an opinion about a book or play read aloud by using

established criteria, such as title and vocabulary, to judge books; recognize differences in two or more versions of a familiar story, song, or finger play; identify messages in advertisements by listening to the words (n/a)	
KinderCorner All themes during <i>Spotlight On, Story Tree, Stepping Stones</i>	
Standard 4: Students will read, write, listen, and speak for social interaction . Students will respect the age, gender, and culture of the speaker; listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates; listen for the tone of voice and content that signal friendly communication	
KinderCorner All themes during <i>Story Tree</i>	

Kindergarten Speaking

LITERACY COMPETENCIES	
The speaking competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	
Speaking Students will use kindergarten-level vocabulary and grammar in own speech; speak for different purposes; speak audibly; speak with speed and expression appropriate for the purpose; take turns speaking in a group	
KinderCorner <i>Welcome to School</i> p. 18, 35, 50, 54, 55, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 <i>I Am Amazing! I Feel Fine!</i> p. 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164,	24, 25, 35, 38, 46, 47, 50, 51, 52, 60, 68, 72, 75, 76, 77, 82, 83, 85, 96, 102, 104, 110, 111, 112, 113, 115, 119, 120, 126, 127, 128, 133, 138, 140, 141, 143, 148, 150, 151, 153, 156, 157, 161, 164, 168, 173, 174, 175, 181, 189, 191, 193, 200, 207, 208, 212, 213, 220 <i>Winter Weatherland</i> p. 17, 18, 19, 20, 22, 23, 32, 36, 45, 47, 48, 49, 60, 61, 62, 67, 68, 72, 80, 89, 90, 91, 94, 102, 107, 108, 109, 110, 112, 113, 120, 121, 127, 128, 132, 133, 144, 145,

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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to **speak** include

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

Students will dictate information from personal experience; report information

briefly to peers and familiar adults, with assistance; connect information from personal experiences to information from nonfiction texts, with assistance; retell more than one piece of information in sequence; share observations from classroom and home; ask questions to clarify directions and/or classroom routines; respond orally to simple questions and/or directions; share information, using appropriate visual aids, such as, puppets, toys, and pictures, to illustrate a word or concept, with assistance; dramatize an experience or event	
KinderCorner All themes during <i>Greetings, Readings & Writings, Let's Talk, Spotlight On, Write Away, Home Link</i>	
Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will interpret words of characters in stories; engage in conversations with adults and peers regarding pictures, books, and experiences; role-play characters or events from stories; express feelings about a work of fiction or poetry; respond to stories, legends, and songs from different cultural and ethnic groups, with assistance; compare stories from personal experience with stories heard; dictate stories with a beginning, middle, and end; express the mood of a story by using a variety of words, with assistance; describe the actions of characters in a story; tell real or imaginative stories on the basis of response to illustrations; retell familiar stories; describe familiar persons, places, or objects; recite short poems, nursery rhymes, and finger plays	
KinderCorner All themes during <i>Greetings, Readings & Writings, Let's Talk, Spotlight On, Rhyme Time, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link</i>	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will share what they know and have learned about a topic; express an opinion or judgment about a story, poem, finger play, or poster; compare characters or events in two or more stories; express an opinion about the color, form, and style of illustrations; explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story; dramatize differences and similarities in characters; brainstorm to create an experience chart; compare different versions of the same story; explain why two different characters view an event differently; compare events or characters in a story with their lives, with assistance	

KinderCorner All themes during <i>Let's Talk, Spotlight On, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link</i>	
Standard 4: Students will read, write, listen, and speak for social interaction. Students will participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment; share favorite anecdotes, riddles, and rhymes with peers and familiar adults; respect the age, gender, and interests of the listener; discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other	
KinderCorner All themes during <i>Let's Talk, Spotlight On, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link</i>	

Grade 1

Reading Roots

Writer's Workshop

Reading

LITERACY COMPETENCIES: The **reading** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are

Phonemic Awareness, Decoding (Including Phonics and Structural Analysis) Print Awareness, and Fluency. Students will: count the number of syllables in a word; blend spoken sounds to form words; segment spoken words into component sounds; identify and produce letter-sound correspondences; blend sounds using knowledge of letter-sound correspondences, root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds; check accuracy of decoding using context to monitor and self-correct, identify parts of a book and their purposes, sight-read automatically 300–500 words including sight and decodable words; use punctuation clues to read connected text with expression, accuracy and fluency; read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression.

Reading Roots *Teacher's Manual*

Level 1

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Background Knowledge and Vocabulary Development. Students will: study antonyms, synonyms, and homonyms to learn new grade-level vocabulary; study categories of words (e.g., animals, place names) to learn new grade-level vocabulary; study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary; connect words and ideas in books to prior knowledge; learn new words indirectly from reading books and other print sources; increase background knowledge by elaborating and integrating new vocabulary and ideas from texts.	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 1 p. 3, 7, 8, 11 Lesson 2 p. 17-18, 19 Lesson 5 p. 68-69 Lesson 8 p. 119-121, 125 Lesson 9 p. 135-136 Lesson 11 p. 167, 171, 173 Lesson 12 p. 187, 188-189 Lesson 13 p. 205, 208 Lesson 14 p. 221-222, 228 Lesson 15 p. 237-239 Level 2 Lesson 16 p. 5, 8 Lesson 17 p. 21 Lesson 18 p. 40 Lesson 19 p. 58 Lesson 20 p. 76, 85 Lesson 22 p. 108, 117 Lesson 23 p. 132 Lesson 24 p. 140	Level 3 Lesson 27 p. 26 Lesson 29 p. 61, 69 Lesson 30 p. 89 Lesson 31 p. 109 Lesson 32 p. 118, 121 Lesson 33 p. 134 Lesson 34 p. 164 Lesson 36 p. 183, 189, 191, 193 Level 4 Lesson 39 p. 39, 44, 49 Lesson 40 p. 60, 65, 70 Lesson 41 p. 41, 88, 92 Lesson 42 p. 102-103, 108 Lesson 43 p. 124, 129, 134 Lesson 44 p. 147, 151-152 Lesson 46 p. 190, 194-195 Lesson 47 p. 210, 219 Lesson 48 p. 230-235

Comprehension Strategies. Students will read grade-level texts for different purposes;

use comprehension strategies to clarify meaning of text, work cooperatively with peers to comprehend text; use graphic or semantic organizers to organize and categorize information; ask questions in response to texts; answer simple questions in response to texts; sequence events in retelling stories; summarize main ideas from informational texts; follow simple written instructions; use own perspectives and opinions to comprehend text.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 3, 7, 8
Lesson 5 p. 68, 69
Lesson 9 p. 135, 136
Lesson 11 p. 167, 171, 173
Lesson 13 p. 205, 208
Lesson 15 p. 237- 239

Level 2

Lesson 16 p. 5, 8
Lesson 18 p. 40
Lesson 20 p. 76, 85
Lesson 22 p. 108, 117
Lesson 24 p. 140

Level 3

Lesson 29 p. 61, 69
Lesson 31 p. 109
Lesson 32 p. 118, 121
Lesson 33 p. 134

Level 4

Lesson 38 p. 9-10
Lesson 40 p. 60-61
Lesson 41 p. 87-88
Lesson 43 p. 124-125
Lesson 46 p. 190-191
Lesson 47 p. 210-211

Motivation to Read. Students will: show interest in reading a range of grade-level children's texts from a variety of genres; read voluntarily familiar grade-level texts; show familiarity with title and author of grade-level books.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 3, 6
Lesson 5 p. 66, 67
Lesson 9 p. 136-137
Lesson 11 p. 170-172
Lesson 13 p. 206-207
Lesson 15 p. 238-239

Level 2

Lesson 16 p. 5-7
Lesson 17 p. 21
Lesson 19 p. 58
Lesson 20 p. 76, 85
Lesson 22 p. 108, 117
Lesson 23 p. 132

Level 3

Lesson 29 p. 61
Lesson 31 p. 109
Lesson 33 p. 134
Lesson 35 p. 163
Lesson 36 p. 182-184

Level 4

Lesson 40 p. 40
Lesson 42 p. 105
Lesson 43 p. 126
Lesson 45 p. 178
Lesson 48 p. 233

GRADE-SPECIFIC PERFORMANCE INDICATORS

The grade-specific performance indicators that grade 1 students are developing as they learn to **read include:**

Standard 1- Students will **read**, write, listen and speak for **information and understanding**.

Students will read grade-level informational texts to begin to collect data, facts, and ideas, with assistance; distinguish between texts with stories and texts with information.

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 67

Lesson 8 p. 120-122

Lesson 12 p. 188-190

Lesson 13 p. 206-208

Lesson 15 p. 238, 240

Level 2

Lesson 16 p. 6-7

Lesson 17 p. 24-25

Lesson 18 p. 43

Lesson 20 p. 76-77

Lesson 23 p. 128-129

Level 3

Lesson 27 p. 26

Lesson 29 p. 61, 64

Lesson 30 p. 83

Lesson 31 p. 103

Lesson 32 p. 116, 121

Lesson 33 p. 134

Lesson 35 p. 166

Level 4

Lesson 38 p. 26-27

Lesson 40 p. 65

Lesson 42 p. 102-103

Lesson 44 p. 147-148

Lesson 46 p. 190-191

Lesson 48 p. 230-231

Standard 2 - Students will **read**, write, listen, and speak for **literary response and expression**. Students will: comprehend and respond to imaginative texts and performances; interpret, with assistance, engage in pre-reading and reading activities, select books, tapes, and poems on the basis of personal choice, dramatize or retell stories.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 6
Lesson 3 p. 33-34
Lesson 4 p. 52-53
Lesson 5 p. 72-73
Lesson 6 p. 92-93
Lesson 7 p. 109-110
Lesson 8 p. 125-126
Lesson 11 p. 170-173
Lesson 13 p. 211-212
Lesson 14 p. 226-227

Level 2

Lesson 18 p. 40-41
Lesson 20 p. 80-81
Lesson 22 p. 112-113
Lesson 24 p. 144-145
Lesson 25 p. 161-162

Level 3

Lesson 26 p. 9-11
Lesson 28 p. 46-47
Lesson 30 p. 82-83
Lesson 32 p. 121
Lesson 33 p. 133
Lesson 35 p. 166-167
Lesson 37 p. 205-206

Level 4

Lesson 39 p. 52-53
Lesson 42 p. 82-83
Lesson 43 p. 124-125
Lesson 46 p. 190-191
Lesson 48 p. 230-231

Standard 3 - Students will **read**, write, listen and speak for **critical analysis and evaluation**. Students will: identify, explain, and evaluate ideas, themes, and experiences from texts and performances, engage in pre-reading and reading activities.

Reading Roots *Teacher's Manual*

Level 1

Lesson 4 p. 41-45
Lesson 5 p. 61- 65
Lesson 9 p. 133- 135
Lesson 11 p. 167-170
Lesson 13 p. 203-206
Lesson 15 p. 235-238

Level 2

Lesson 16 p.1- 5
Lesson 18 p. 37-40
Lesson 20 p. 73-76
Lesson 22 p. 105-108
Lesson 23 p. 121-124
Lesson 24 p. 137-139

Level 3

Lesson 27 p. 21-24
Lesson 29 p. 57-60
Lesson 31 p. 95-98
Lesson 33 p. 131-134
Lesson 35 p. 163-166
Lesson 36 p.179-182

Level 4

Lesson 38 p. 26-27
Lesson 40 p. 65
Lesson 42 p. 102-103
Lesson 44 p. 147-148
Lesson 46 p. 190-191
Lesson 48 p. 230-231

Standard 4 - Students will **read**, write, listen, and speak for **social interaction**. Students will: share reading experiences to establish, maintain, and enhance personal relationships with peers or adults, recognize the vocabulary of social communication.

Reading Roots *Teacher's Manual*

Level 1

Lesson 4 p. 49
Lesson 5 p. 71
Lesson 6 p. 91
Lesson 7 p. 109
Lesson 10 p. 156
Lesson 13 p. 211
Lesson 14 p. 226

Level 2

Lesson 16 p. 10
Lesson 18 p. 44
Lesson 21 p. 96-97
Lesson 22 p. 112
Lesson 24 p. 143-144

Level 3

Lesson 26 p. 8-9
Lesson 28 p. 46
Lesson 30 p. 82
Lesson 32 p. 120
Lesson 34 p. 154
Lesson 35 p. 169-170

Level 4

Lesson 38 p. 8, 16, 20
Lesson 40 p. 60, 64, 69
Lesson 41 p. 82, 87, 91
Lesson 43 p. 124, 128, 133
Lesson 45 p. 168, 172, 176

Grade 1 Writing

LITERACY COMPETENCIES

The **writing** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:

Spelling, Handwriting Students will: use developing knowledge of letter-sound correspondence to spell independently grade-level decodable words; use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words; spell correctly three- and four-letter short vowel words; write legibly most uppercase and lowercase manuscript letters; write letters legibly when dictated; write stories and informational text that establish a topic and use words that can be understood by others; use conventional capitalization and punctuation to begin and end sentences.

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Composition and Motivation to Write Students will: write compositions, beginning to use the writing process; write compositions for different purposes and include text, illustrations, and other graphics write voluntarily to communicate to others; write voluntarily for different purposes; share writing with others

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to **write** include:

Standard 1: Students will read, **write**, listen, and speak for **information and understanding**.

Students will: copy words, phrases, and sentences; write data, facts, and ideas gathered from personal experiences; take notes to record facts from lessons; write words or draw pictures in order to capture important understandings; state the main idea

Reading Roots *Teacher's Manual*

Level 1

Lesson 6 p. 96-98
Lesson 8 p. 129-130
Lesson 10 p. 160-161
Lesson 13 p. 215-216

Level 2

Lesson 16 p. 14-16
Lesson 17 p. 32-33
Lesson 21 p. 101-102
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Standard 2 - Students will read, **write**, listen, and speak for **literary response and expression**. Students will: develop original literary texts; write to respond to text; maintain a portfolio of writings and drawings in response to literature; use personal experiences to stimulate own writing.

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Standard 3: Students will read, **write**, listen, and speak for **critical analysis and evaluation**. Students will: write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic; maintain a portfolio of writings and drawings that express opinions and judgments, with assistance; use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance.

Reading Roots *Teacher's Manual*

Level 1

Lesson 6 p. 96-98
Lesson 8 p. 129-130
Lesson 10 p. 160-161
Lesson 13 p. 215-216

Level 2

Lesson 16 p. 14-16
Lesson 17 p. 32-33
Lesson 21 p. 101-102
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Standard 4: Students will read, **write**, listen, and speak for **social interaction**. Students will: share the process of writing with peers or adults; respect the age, gender, and culture of the recipient; write friendly letters to others, using salutations and closings; maintain a portfolio of writings and drawings for social interaction, with assistance

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Grade 1 Listening

LITERACY COMPETENCIES

The **listening** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are

Listening – Students will: listen attentively to spoken language, listen attentively for different purposes; listen respectfully without interrupting when others speak; attend to a listening activity for a specified period of time.

Reading Roots Teacher's Manual	
Level 1 Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203
Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 4 Lesson 38 p. 11, Lesson 41 p. 84-85 Lesson 43 p. 104-105 Lesson 46 p. 191-192 Lesson 47 p. 216-217

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to **listen** include:

Standard 1: Students will read, write, **listen**, and speak for **information and understanding**.
Students will: acquire information from nonfiction text; identify words and sentences on a chart; follow directions involving a few steps; identify similarities and differences in information about people, places, and events.

Reading Roots Teacher's Manual	
Level 1 Lesson 1 p. 7-9 Lesson 5 p. 68-69 Lesson 7 p. 106-107 Lesson 9 p. 138-140 Lesson 11 p. 172-174	Level 3 Lesson 27 p. 26-27 Lesson 29 p. 62 Lesson 31 p. 104-105 Lesson 33 p. 136-137

Lesson 13 p. 208-209 Lesson 15 p.240-241 Level 2 Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 34 p. 156-157 Lesson 35 p. 168 Level 4 Lesson 38 p. 11 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 47 p. 216-217

Standard 2: Students will read, write, listen , and speak for literary response and expression . Students will listen to literary texts and performances	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228 Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 Level 4 Lesson 38 p. 11, Lesson 41 p. 84-85 Lesson 43 p. 104-105 Lesson 46 p. 191-192 Lesson 47 p. 216-217

Standard 3: Students will read, write, listen , and speak for critical analysis and evaluation . Students will: form an opinion and evaluate information on the basis of information in the world; identify messages in advertisements by listening to the words, music, and sound effects.	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 1 p. 7-9	Level 3

Lesson 5 p. 68-69 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 15 p.240-241 Level 2 Lesson 16 p. 7-9 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 27 p. 26-27 Lesson 31 p. 104-105 Lesson 33 p. 136-134 Lesson 35 p. 168 Level 4 Lesson 39 p. 45-46 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 47 p. 216-217

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, and culture of the speaker; listen to friendly notes, cards, letters, and personal narratives read aloud; listen for the tone of voice and content.	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 2 p. 22-24 Lesson 5 p. 68-69 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 14 p. 227- 228 Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 Level 4 Lesson 38 p. 11 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 48 p. 235-236

Grade 1 Speaking

LITERACY COMPETENCIES

The **speaking** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:

Speaking: Students will use grade-level vocabulary and conventional grammar in own speech; speak for different purposes; vary language style according to purpose of communication; speak audibly; speak with speed and expression appropriate to the purpose and audience; take turns in conversation or speaking in a group; respond appropriately to what others are saying

Reading Roots *Teacher's Manual*

Level 1

Lesson 2 p. 22-24
Lesson 4 p. 48-49
Lesson 6 p. 93-95
Lesson 8 p. 122-123
Lesson 10 p. 154-155
Lesson 12 p. 194-195
Lesson 14 p. 227- 228

Level 2

Lesson 17 p. 26-27
Lesson 19 p. 64-65
Lesson 21 p. 98-99
Lesson 23 p. 126
Lesson 24 p. 145-146
Lesson 25 p. 158-159

Level 3

Lesson 28 p. 47-48
Lesson 30 p. 80
Lesson 32 p. 117-118
Lesson 34 p. 152-153
Lesson 36 p. 188-189
Lesson 37 p. 202-203

Level 4

Lesson 38 p. 9
Lesson 40 p. 70
Lesson 41 p. 82
Lesson 43 p. 129
Lesson 45 p. 177
Lesson 47 p. 215

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to **speak** include:

Standard 1: Students will read, write, listen, and **speak** for **information and understanding**. Students will: dictate information; report information to peers and familiar adults; connect information from personal experiences to information from nonfiction texts; retell multiple pieces of information in sequence; share observations from the classroom, home, or community; ask questions to clarify topics, directions, and/or classroom routines; respond orally to questions and/or directions; share information using appropriate visual aids to illustrate a word or concept.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 7-9

Level 3

Lesson 5 p. 68-69 Lesson 7 p. 106-107 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 13 p. 208-209 Lesson 15 p.240-241 Level 2 Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 27 p. 26-27 Lesson 29 p. 62 Lesson 31 p. 104-105 Lesson 33 p. 136-137 Lesson 34 p. 156-157 Lesson 35 p. 168 Level 4 Lesson 38 p. 9-10 Lesson 40 p. 73-74 Lesson 41 p. 82 Lesson 42 p. 108, 116 Lesson 45 p. 174 Lesson 47 p. 216

Standard 2: Students will read, write, listen, and **speak** for **literary response and expression**. Students will: converse regarding pictures, books, and experiences; role-play characters and events from stories; express feelings about works of fiction; respond to stories, legends, and songs from different cultural and ethnic groups; compare stories from personal experience with stories heard or read; express the mood or emotion of a story by using a variety of words; retell familiar stories in a logical sequence; ask for clarification of events in a story or poem; describe familiar persons, places, or objects

Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228 Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 Level 4 Lesson 38 p. 9 Lesson 40 p. 70 Lesson 41 p. 82 Lesson 43 p. 129 Lesson 45 p. 177 Lesson 47 p. 215

Standard 3: Students will read, write, listen, and **speak** for **critical analysis and evaluation**. Students will: share what they know, want to know, and have learned about a theme or topic; express an opinion or judgment about a story, poem, poster, or advertisement; compare characters, settings, or events in two or more stories; explain personal criteria for choosing a book, poem, or story; compare and contrast different versions of the same story; explain why two different characters view the same action or event differently; compare and contrast events or characters in a story with their lives.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 7-9
 Lesson 5 p. 68-69
 Lesson 7 p. 106-107
 Lesson 9 p. 138-140
 Lesson 11 p. 172-174
 Lesson 13 p. 208-209
 Lesson 15 p. 240-241

Level 2

Lesson 16 p. 7-9
 Lesson 18 p. 42-43
 Lesson 20 p. 78-79
 Lesson 22 p. 109-110
 Lesson 24 p. 145-146
 Lesson 25 p. 162-163

Level 3

Lesson 27 p. 26-27
 Lesson 29 p. 62
 Lesson 31 p. 104-105
 Lesson 33 p. 136-137
 Lesson 34 p. 156-157
 Lesson 35 p. 168

Level 4

Lesson 38 p. 9-10
 Lesson 40 p. 73-74
 Lesson 41 p. 82
 Lesson 42 p. 108, 116
 Lesson 45 p. 174
 Lesson 47 p. 216

Standard 4: Students will read, write, listen, and **speak** for **social interaction**. Students will: participate in small or large group storytelling; share favorite anecdotes, riddles, and rhymes with peers and familiar adults; respect the age, gender, and culture of the listener; discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group.

Reading Roots *Teacher's Manual*

Level 1

Lesson 2 p. 22-24
 Lesson 4 p. 48-49
 Lesson 6 p. 93-95
 Lesson 8 p. 122-123
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Level 3

Lesson 28 p. 47-48
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Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 4 Lesson 39 p. 45 Lesson 41 p. 89 Lesson 42 p. 104-105 Lesson 43 p. 125-126 Lesson 45 p. 177 Lesson 48 p. 235-236

Harlem Success Charter School
Science Curriculum
Grades K - 5

(Please note that the Key Ideas and Performance Indicators are based on the New York State Science Core Curriculum, <http://www.emsc.nysed.gov/ciai/mst/pub/elecoresci.pdf>)

Science process skills should be based on a series of discoveries. Students learn most effectively when they have a central role in the discovery process. To that end, NY Standards 1, 2, 6, and 7 incorporate in the Elementary Science Core Curriculum a student-centered, problem-solving approach to intermediate science.

Beginning Level Science Kindergarten			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.	Flower, Fruits, and Seeds/ 5 Senses	Use plus, minus, greater than, less than, equal to, multiplication, and division signs
		Flower, Fruits, and Seeds/ 5 Senses	Select the appropriate operation to solve mathematical problems
		Flower, Fruits, and Seeds/ 5 Senses	Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Balls and Ramps/ Fabric/ Earthworms	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Balls and Ramps/ Fabric/ Earthworms	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Balls and Ramps/ Fabric/ Earthworms/ Hamsters	Identify appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Observe and discuss objects and events
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Articulate questions based on observations
			Identify similarities and differences between explanations received from others or in print and personal observations or understandings

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Express a tentative explanation or description which can be tested
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Identify and select materials to be used and steps to follow to conduct the investigation

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students share their research plans with others and revise them based on their suggestions	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Use appropriate "inquiry and process skills" to collect data
		Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Balls and Ramps	Identify a simple/common object which might be improved and state the purpose of the improvement
		Balls and Ramps	Identify features of an object that help or hinder the performance of the object

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Balls and Ramps	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Balls and Ramps	Identify appropriate questions to ask about the design of an object
		Balls and Ramps	Identify the appropriate resources to use to find out about the design of an object
		Balls and Ramps	Describe prior designs of the object
		Balls and Ramps	List possible solutions, applying age-appropriate math and science skills
		Balls and Ramps	Develop and apply criteria to evaluate possible solutions

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Balls and Ramps	Select a solution consistent with given constraints and explain why it was chosen
		Balls and Ramps	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Balls and Ramps	Build a model of the object, modifying the plan as necessary
		Balls and Ramps	Determine a way to test the finished solution or model
		Balls and Ramps	Perform the test and record the results, numerically and/or graphically
		Balls and Ramps	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information technology to link the classroom to world events.
	Students telecommunicate a message to a distant location with teacher help		
	Students access needed information from printed media, electronic databases, and community resources		
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Demonstrate an ability to critically evaluate information and misinformation. Recognize the impact of information technology on the daily life of students.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students demonstrate an ability to evaluate information critically		

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment		Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth		Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students describe chemical and physical changes, including changes in states of matter		Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy		Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
			Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy and its Forms) Everyday events involve one form of energy being changed to another. animals convert food to heat and motion *the Sun's energy warms the air and water Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer)

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Balls and Ramps	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Balls and Ramps	The position or direction of motion of an object can be changed by pushing or pulling.
		Balls and Ramps	The force of gravity pulls objects toward the center of Earth
		Balls and Ramps	The amount of change in the motion of an object is affected by friction.
		Balls and Ramps	Magnetism is a force that may attract or repel certain materials
		Balls and Ramps	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
		Balls and Ramps	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Balls and Ramps	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Earthworms/ Hamsters/ Trees	Animals need air, water, and food in order to live and thrive
		Trees	Plants require air, water, nutrients, and light in order to live and thrive.
		Earthworms/ Hamsters/ Trees	Nonliving things do not live and thrive
		Earthworms/ Hamsters/ Trees	Nonliving things can be human-created or naturally occurring

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students describe the life processes common to all living things	Earthworms/ Hamsters/ Trees	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Earthworms/ Hamsters/ Trees Earthworms/ Hamsters/ Trees	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals). Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students recognize that for humans and other living things there is genetic continuity between generations	Earthworms/ Hamsters/ Trees	Plants and animals closely resemble their parents and other individuals in their species
		Earthworms/ Hamsters/ Trees	Plants and animals can transfer specific traits to their offspring when they reproduce
individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Earthworms/ Hamsters/ Trees	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, predators
		Earthworms/ Hamsters/ Trees	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants
			In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
		Earthworms/ Hamsters/ Trees	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Earthworms/ Hamsters/ Trees	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Earthworms/ Hamsters/ Trees	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Earthworms/ Hamsters/ Trees	The length of time from beginning of development to death of the plant is called its life span.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees	Life cycles of some plants include changes from seed to mature plant.
		Earthworms/ Hamsters/ Trees	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Earthworms/ Hamsters/ Trees	Each kind of animal goes through its own stages of growth and development during its life span.
		Earthworms/ Hamsters/ Trees	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Earthworms/ Hamsters/ Trees	Growth is the process by which plants and animals increase in size.
		Earthworms/ Hamsters/ Trees	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Earthworms/ Hamsters/ Trees	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Earthworms/ Hamsters/ Trees	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Flowers, Fruits, and Seeds/ Trees	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow. seeds germinate, and leaves form and grow.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		5 Senses/ Earthworms/ Hamsters	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Earthworms/ Hamsters	Some animals, including humans, move from place to place to meet their needs.
		Earthworms/ Hamsters	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Earthworms/ Hamsters/ Trees	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans	5 Senses	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		Green plants are producers because they provide the basic food supply for themselves and animals
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Earthworms/ Hamsters	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Trees/ Flowers, Fruits, and Seeds/ Earthworms	Decomposers are living things that play a vital role in recycling nutrients
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	* Content (Living and Nonliving Things; Life Processes; Growth, Repair and Maintenance; Basic Life Functions) Plants manufacture food by utilizing air, water, and energy from the Sun.
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	The Sun's energy is transferred on Earth from plants to animals through the food chain.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Trees	Humans depend on their natural and constructed environments.
		Trees	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Trees	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Balls and Ramps	Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Trees/ Flowers, Fruits, and Seeds	
Models are simplified representations of objects,	Students analyze, construct, and operate models in order to	Trees	
	Students discover that a model of something is different from the real thing but can be used to study the real thing	Trees	
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Hamsters/ Flowers, Fruits, and Seeds/ Fabric	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Hamsters/ Flowers, Fruits, and Seeds/ Fabric	Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Hamsters/ Flowers, Fruits, and Seeds/ Fabric/ Earthworms	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Earthworms	
Attachment 10b_Science K 20			

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Earthworms/ Flowers, Fruits, and Seeds/ Fabric/ Balls and Ramps	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Balls and Ramps	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Flowers, Fruits, and Seeds	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Trees	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice	Fabric/ Flowers, Fruits, and Seeds/ Trees	*Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes,

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Trees	applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Balls and Ramps/ Fabric/ Flowers, Fruits, and Seeds	

Beginning Level Science Grade 1			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.	Measurement	Use plus, minus, greater than, less than, equal to, multiplication, and division signs
		Measurement	Select the appropriate operation to solve mathematical problems
		Measurement	Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Paper Towel Testing/ Aerodynamics/ Measurement	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Paper Towel Testing/ Aerodynamics/ Measurement	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing) Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Mealworms/ Snails/ Seed Germination/ Teeth/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Observe and discuss objects and events and record observations
		Mealworms/ Snails/ Seed Germination/ Teeth/ Paper Towel Testing	Articulate appropriate questions based on observations

	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Identify similarities and differences between explanations received from others or in print and personal observations or understandings
	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Use appropriate "inquiry and process skills" to collect data
		Seed Germination/ Paper Towel Testing	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Measurements/ Paper Towel Testing/ Seed Germination	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original predictions/evaluations
		Measurements/ Paper Towel Testing/ Seed Germination	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Aerodynamics/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) * Content (How People Use Technology to Solve Problems) Identify a simple/common object which might be improved and state the purpose of the improvement

	Aerodynamics/ Paper Towel Testing	Identify features of an object that help or hinder the performance of the object
	Aerodynamics/ Paper Towel Testing	Suggest ways the object can be made differently, fixed, or improved within given constraints
	Aerodynamics/ Paper Towel Testing	Identify appropriate questions to ask about the design of an object
	Aerodynamics/ Paper Towel Testing	Identify the appropriate resources to use to find out about the design of an object

Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools	Students demonstrate an ability to evaluate information critically	* Content (Choose Appropriate Resources for Technology Systems) Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation.

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Mealworms/ Seed Germination	* Content (Cycles and Patterns) - Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth:
			*second, minute, hour *week
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Seed Germination	* Content (Cycles and Patterns; Earth Changes Over Time) - Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth.
			*evaporation: changing of water (liquid) into water vapor (gas)
			Erosion and deposition result from the interaction among air, water, and land.
			*interaction between air and water breaks down earth materials
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools		* Content (Properties of Matter) - Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.

			Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Measurement	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light

		Measurement	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
			The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Seed Germination/ Bones and Dinosaurs	Objects and/or materials can be sorted or classified according to their properties.
		Aerodynamics/ Paper Towel Testing	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold
	Students describe chemical and physical changes, including changes in states of matter		* Content (Properties of Matter, State of Matter) Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquid
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Seed Germination	* Content (Energy and its Forms and Forces) Energy exists in various forms: heat, electric, sound, chemical, mechanical, light Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
		Seed Germination	Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another

			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy and its Forms and Forces) Everyday events involve one form of energy being changed to another animals convert food to heat and motion *the Sun's energy warms the air and water

Energy and matter interact through forces that result in changes in motion.		Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.		Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and * Content (Energy and its Forms and Forces; Force and Motion) The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
			Aerodynamics	The position or direction of motion of an object can be changed by pushing or pulling.
			Aerodynamics	The force of gravity pulls objects toward the center of Earth
			Aerodynamics	The amount of change in the motion of an object is affected by friction.
			Aerodynamics	Magnetism is a force that may attract or repel certain materials
			Aerodynamics	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances		Aerodynamics	* Content (Force and Motion) The forces of gravity and magnetism can affect objects through gases, liquids, and solids
			Aerodynamics	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things		Mealworms/ Snails/ Bones and Dinosaurs	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die) Animals need air, water, and food in order to live and thrive
			Seed Germination	Plants require air, water, nutrients, and light in order to live and thrive.
			Mealworms/ Snails/ Bones and Dinosaurs	Nonliving things do not live and thrive
			Mealworms/ Snails/ Bones and Dinosaurs/ Seed Germination	Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things		Mealworms/ Snails/ Seed Germination	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die) Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Mealworms/ Snails	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures) Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Mealworms/ Snails	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

	Students recognize that for humans and other living things there is genetic continuity between generations	Mealworms/ Snails	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures) Plants and animals closely resemble their parents and other individuals in their species Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Seed Germination	* Content (Animals and Plants have Structures that Help Them Meet Their Needs) Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can in
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Mealworms/ Seed Germination	* Content (Animals and Plants have Structures that Help Them Meet Their Need; Animals and Plants Must Adapt to Their Environment in Order to Survive.) within a species may compete with each other for food, mates, space, water, and shelter in their environment. All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Mealworms/ Seed Germination/ Snails	* Content (Life Cycles of Organisms) Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant. The length of time from beginning of development to death of the plant is called its life span. Life cycles of some plants include changes from seed to mature plant.

		Mealworms/ Snails	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Mealworms/ Snails	Each kind of animal goes through its own stages of growth and development during its life span.
		Mealworms/ Snails	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary

	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Teeth/ Mealworms	* Content (Life Cycles of Organisms; Growth of Organisms) Growth is the process by which plants and animals increase in size.
		Teeth/ Mealworms	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Mealworms/ Snails/ Seed Germination	* Content (All Organisms have Basic Life Functions) All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Mealworms/ Snails/ Seed Germination	An organism's external physical features can enable it to carry out life functions in its particular environment
		Mealworms/ Snails/ Seed Germination	* Content (Survival Behavior of Organisms) Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate
		Mealworms/ Snails/ Seed Germination	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Mealworms/ Snails/ Seed Germination	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Mealworms/ Snails/ Seed Germination	Some animals, including humans, move from place to place to meet their needs.
		Mealworms/ Snails/ Seed Germination	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Mealworms/ Snails/ Seed Germination	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Mealworms/ Snails/ Seed Germination	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans	Teeth	* Content (Health and Growth in Humans) Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

		Teeth	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment	Seed Germination	* Content (Interdependence of Plants and Animals) Green plants are producers because they provide the basic food supply for themselves and animals
		Mealworms/ Snails	All animals depend on plants. Some animals (predators) eat other animals (prey).

		Mealworms/ Snails	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain Decomposers are living things that play a vital role in recycling nutrients
		Mealworms/ Snails	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Mealworms/ Snails	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Seed Germination	* Content (The Sun is a Source of Energy) Plants manufacture food by utilizing air, water, and energy from the Sun.
		Seed Germination	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Seed Germination	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes		* Content (Human Impact on Environment) Humans depend on their natural and constructed environments. Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
			Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems		* Content (Using Systems to Solve Problems) People Use Technology to Solve Problems Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing		
	Students discover that a model of something is different from the real thing but can be used to study the real thing		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Paper Towel Testing/ Snails/ Mealworms	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Snails/ Mealworms	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Mealworms	

Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Measurements	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing.

	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Paper Towel Testing	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action		* Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) * Content (Problem Solving) - Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute		
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions		

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.			

Beginning Level Science Grade 2				
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.				
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered	
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs	
			Select the appropriate operation to solve mathematical problems	
			Apply mathematical skills to describe the natural world	
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Sink and Float	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions	
		Sink and Float	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Sink and Float/ Light and Shadows/ Rocks and Minerals	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world	
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Observe and discuss objects and events and record observations	
		Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant	Articulate appropriate questions based on observations	
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Identify similarities and differences between explanations received from others or in print and personal observations or understandings	

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Use appropriate "inquiry and process skills" to collect data
		Sink and Float/ Light and Shadows/ Rocks and Minerals/	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas MST1.E.SI3C:	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
			State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints			State, orally and in writing, any new questions that arise from their investigation
	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Sink and Float	Identify a simple/common object which might be improved and state the purpose of the improvement
		Sink and Float	Identify features of an object that help or hinder the performance of the object
		Sink and Float	Suggest ways the object can be made differently, fixed, or improved within given constraints

		Sink and Float	Identify appropriate questions to ask about the design of an object
		Sink and Float	Identify the appropriate resources to use to find out about the design of an object
		Sink and Float	Describe prior designs of the object
		Sink and Float	List possible solutions, applying age-appropriate math and science skills

		Sink and Float	Develop and apply criteria to evaluate possible solutions
		Sink and Float	Select a solution consistent with given constraints and explain why it was chosen
		Sink and Float	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Sink and Float	Build a model of the object, modifying the plan as necessary
		Sink and Float	Determine a way to test the finished solution or model
		Sink and Float	Perform the test and record the results, numerically and/or graphically
		Sink and Float	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound	Sound	Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom.
	Students telecommunicate a message to a distant location with teacher help	Sound	
	Students access needed information from printed media, electronic databases, and community resources	Rocks and Minerals	
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Demonstrate an ability to critically evaluate information and misinformation
	Students demonstrate an ability to evaluate information critically		

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Light and Shadow	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Plant Requirements	Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)
		Rocks and Mineral	Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
		Rocks and Mineral	Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools		Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Rocks and Minerals	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.

		Rocks and Minerals	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
			Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)

		Rocks and Mineral/ Sink and Float	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Rocks and Mineral/ Sink and Float	Objects and/or materials can be sorted or classified according to their properties.
			Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold
	Students describe chemical and physical changes, including changes in states of matter		Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquid
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Sound	Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
		Sound	Energy can be transferred from one place to another
		Sound	Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another

			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy Exists in Many Forms) Everyday events involve one form of energy being changed to another animals convert food to heat and motion *the Sun's energy warms the air and water

Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb
		The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		The position or direction of motion of an object can be changed by pushing or pulling.
		The force of gravity pulls objects toward the center of Earth
		The amount of change in the motion of an object is affected by friction.
		Magnetism is a force that may attract or repel certain materials
		Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Animals need air, water, and food in order to live and thrive
		Plants require air, water, nutrients, and light in order to live and thrive.
		Nonliving things do not live and thrive
		Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Plant Requirements/ Crickets/ Insects	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures, Adaptations to Environment) Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Plant Requirements/ Crickets/ Insects	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

	Students recognize that for humans and other living things there is genetic continuity between generations	Plant Requirements/ Crickets/ Insects	Plants and animals closely resemble their parents and other individuals in their species
		Crickets/ Insects	Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Plant Requirements/ Crickets/ Insects	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators
		Plant Requirements/ Crickets/ Insects	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients
		Plant Requirements/ Crickets/ Insects	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can in
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Plant Requirements/ Crickets/ Insects	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Plant Requirements/ Crickets/ Insects	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Crickets/ Insects	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Plant Requirements	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Plant Requirements	The length of time from beginning of development to death of the plant is called its life span.
		Plant Requirements	Life cycles of some plants include changes from seed to mature plant.

		Plant Requirements/ Crickets/ Insects	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Plant Requirements/ Crickets/ Insects	Each kind of animal goes through its own stages of growth and development during its life span.

		Plant Requirements/ Crickets/ Insects	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Plant Requirements/ Crickets/ Insects	Growth is the process by which plants and animals increase in size.
		Plant Requirements/ Crickets/ Insects	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Plant Requirements/ Crickets/ Insects	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Plant Requirements/ Crickets/ Insects	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Plant Requirements/ Crickets/ Insects	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves fall
		Plant Requirements/ Crickets/ Insects	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Plant Requirements/ Crickets/ Insects	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Plant Requirements/ Crickets/ Insects	Some animals, including humans, move from place to place to meet their needs.
		Plant Requirements/ Crickets/ Insects	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Plant Requirements/ Crickets/ Insects	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Plant Requirements/ Crickets/ Insects	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight

	Students describe the factors that help promote good health and growth in humans		Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise

Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment	Plant Requirements	Green plants are producers because they provide the basic food supply for themselves and animals
		Plant Requirements/ Insects/ Crickets	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Plant Requirements/ Insects/ Crickets	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Plant Requirements/ Insects/ Crickets	Decomposers are living things that play a vital role in recycling nutrients
		Plant Requirements/ Insects/ Crickets	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Plant Requirements/ Insects/ Crickets	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Plant Requirements	Plants manufacture food by utilizing air, water, and energy from the Sun.
		Plant Requirements	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Plant Requirements	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Rocks and Minerals	Humans depend on their natural and constructed environments.
		Rocks and Minerals	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Rocks and Minerals	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems		Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing		
	Students discover that a model of something is different from the real thing but can be used to study the real thing		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Sink and Float/ Rocks and Minerals	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior		Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Insects/ Crickets	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Insects/ Crickets	

Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Insects/ Crickets/ Rocks and Minerals	

In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.		
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

Beginning Level Science Grade 3			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically.	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs. Select the appropriate operation to solve mathematical problems. Apply mathematical skills to describe the natural world.
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.		Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
			Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Force and Motion	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Observe and discuss objects and events and record observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Articulate appropriate questions based on observations
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Clearly express a tentative explanation or description which can be tested
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)

	Students share their research plans with others and revise them based on their suggestions		Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Use appropriate "inquiry and process skills" to collect data
			Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.	Simple Machines	Identify a simple/common object which might be improved and state the purpose of the improvement
		Simple Machines	Identify features of an object that help or hinder the performance of the object
		Simple Machines	Suggest ways the object can be made differently, fixed, or improved within given constraints

	Students engage in the following steps in a design process: investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members	Simple Machines	Identify appropriate questions to ask about the design of an object
		Simple Machines	Identify the appropriate resources to use to find out about the design of an object

	Simple Machines	Describe prior designs of the object
Students engage in the following steps in a design process: generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices	Simple Machines	List possible solutions, applying age-appropriate math and science skills
	Simple Machines	Develop and apply criteria to evaluate possible solutions
	Simple Machines	Select a solution consistent with given constraints and explain why it was chosen
Students engage in the following steps in a design process: plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools	Simple Machines	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
	Simple Machines	Build a model of the object, modifying the plan as necessary
	Simple Machines	Determine a way to test the finished solution or model
Students engage in the following steps in a design process: discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better	Simple Machines	Perform the test and record the results, numerically and/or graphically
	Simple Machines	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.		
Key Ideas	Performance Indicators	Major Understandings/ Concepts Covered
	Harlem Success Academy Curriculum Units	

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound	Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information technology to link the classroom to world events
	Students telecommunicate a message to a distant location with teacher help	
	Students access needed information from printed media, electronic databases, and community resources	

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
	Students describe the uses of information systems in homes and schools		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students demonstrate an ability to evaluate information critically		Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation. Recognize the impact of information technology on the daily life of students.
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Key Ideas	Performance Indicators	Major Understandings/ Concepts Covered
		Students describe patterns of daily, monthly, and seasonal changes in their environment	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night *Earth moving in a path around the Sun (revolution), resulting in one Earth year *the length of daylight and darkness varying with the seasons *weather changing from day to day and through the seasons *the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week, month
		Weather	The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Weather	is the condition of the outside air at a particular moment	Weather
		Weather	Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)	

			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas) *condensation: changing of water vapor (gas) into water (liquid) *precipitation: rain, sleet, snow, hail *runoff: water flowing on Earth's surface *groundwater: water that moves downward into the ground
	Weather		Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials *pieces of earth material may be moved by air, water, wind, and Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Properties of Matter	Students observe and describe properties of materials using appropriate tools	Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
	Properties of Matter/ Hot and Cold		Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
	Properties of Matter/ Hot and Cold		Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
	Properties of Matter/ Hot and Cold		Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
	Properties of Matter/ Hot and Cold		The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
	Properties of Matter/ Hot and Cold		Objects and/or materials can be sorted or classified according to their properties.

Properties of Matter/ Hot and Cold

Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example:

*temperature - hot or cold

*lighting - shadows, color

*moisture - wet or dry

	Students describe chemical and physical changes, including changes in states of matter	Properties of Matter	Matter
		Properties of Matter/ Hot and Cold	exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
		Properties of Matter/ Hot and Cold	Temperature can affect the state of matter of a substance Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy		Energy exists in various forms: heat, electric, sound, chemical, mechanical, light Energy can be transferred from one place to another Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
		Hot and Cold	Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		Everyday events involve one form of energy being changed to another. *animals convert food to heat and motion *the Sun's energy warms the air and water
			Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer) *mechanical to sound (e.g., musical instruments, clapping) *light to electrical (e.g., solar-powered calculator)

Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Force and Motion/ Simple Machines	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Force and Motion/ Simple Machines	The position or direction of motion of an object can be changed by pushing or pulling.
		Force and Motion/ Simple Machines	The force of gravity pulls objects toward the center of Earth
		Force and Motion/ Simple Machines	The amount of change in the motion of an object is affected by friction.

		Force and Motion/ Simple Machines	Magnetism is a force that may attract or repel certain materials
		Force and Motion/ Simple Machines	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Force and Motion/ Simple Machines	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Force and Motion/ Simple Machines	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Snakes/ Ecocolumn/ Plant Adaptations	Animals need air, water, and food in order to live and thrive
		Ecocolumn/ Plant Adaptations	Plants require air, water, nutrients, and light in order to live and thrive.
			Nonliving things do not live and thrive
			Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Snakes/ Ecocolumn/ Plant Adaptations	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Snakes/ Plant Adaptations	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Snakes/ Plant Adaptations	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).
	Students recognize that for humans and other living things there is genetic continuity between generations	Snakes/ Plant Adaptations	Plants and animals closely resemble their parents and other individuals in their species
		Snakes/ Plant Adaptations	Plants and animals can transfer specific traits to their offspring when they reproduce

Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Ecocolumn/ Snakes/ Plant Adaptations	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink *eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings *claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food *some animals have parts that are used to produce sounds and smells to help the animal meet its needs

		Snakes/ Plant Adaptations	*the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)
		Plant Adaptations	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants
		Plant Adaptations/ Ecocolumns	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Ecocolumns/ Plant Adaptations	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Plant Adaptations	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Snakes/ Ecocolumns	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
			Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
			The length of time from beginning of development to death of the plant is called its life span.

			Life cycles of some plants include changes from seed to mature plant.
		Snakes	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult

	Snakes	Each kind of animal goes through its own stages of growth and development during its life span.
	Snakes	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Snakes	Growth is the process by which plants and animals increase in size.
	Snakes	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.		All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
	Snakes/ Plant Adaptations	An organism's external physical features can enable it to carry out life functions in its particular environment
Students describe some survival behaviors of common living specimens	Snakes/ Plant Adaptations	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.
	Snakes/ Plant Adaptations	Animals respond to change in their environment. (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
	Snakes	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
	Snakes	Some animals, including humans, move from place to place to meet their needs.
	Snakes	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
	Snakes	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

		Snakes	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
Students describe the factors that help promote good health and growth in humans			Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise

Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		Green plants are producers because they provide the basic food supply for themselves and animals
		Snakes/ Ecocolumns	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Snakes/ Ecocolumns	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Ecocolumns	Decomposers are living things that play a vital role in recycling nutrients
		Ecocolumns	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Ecocolumns	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Ecocolumns	Plants manufacture food by utilizing air, water, and energy from the Sun.
		Ecocolumns	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Ecocolumns	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes		Humans depend on their natural and constructed environments.
		Plant Adaptations	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities

				Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.				
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered	
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Simple Machines/ Ecocolumns	Describe the criteria used to select a quality toy or game. Build a wind will.	
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Simple Machines/ Ecocolumns		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing	Simple Machines/ Ecocolumns		
	Students use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world	Simple Machines/ Ecocolumns		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Snakes	Observe that things in nature and things that people make have very different sizes, weights, and ages	
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Snakes	Recognize that almost anything has limits on how big or small it can be	
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Ecocolumns		

	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Ecocolumns	change in some ways and stay the same in some ways. Observe that things Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Weather	

	Students analyze data by making tables and graphs and looking for patterns of change	Weather	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Weather	
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Weather	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	Students participate in an extended, culminating mathematics, science, and technology project	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	communicate the results

Beginning Level Science Grade 4			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs
			Select the appropriate operation to solve mathematical problems
			Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.		Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
			Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Observe and discuss objects and events and record observations
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Questioning, Comparing, Observing; Interpreting) Use appropriate "inquiry and process skills" to collect data
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any new questions that arise from their investigation
	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.	Electrical Circuits	Identify a simple/common object which might be improved and state the purpose of the improvement

		Electrical Circuits	Identify features of an object that help or hinder the performance of the object
		Electrical Circuits	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Electrical Circuits	Identify appropriate questions to ask about the design of an object
		Electrical Circuits	Identify the appropriate resources to use to find out about the design of an object

		Electrical Circuits	Describe prior designs of the object
	Students engage in the following steps in a design process: generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices	Electrical Circuits	List possible solutions, applying age-appropriate math and science skills
		Electrical Circuits	Develop and apply criteria to evaluate possible solutions
		Electrical Circuits	Select a solution consistent with given constraints and explain why it was chosen
	Students engage in the following steps in a design process: plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools	Electrical Circuits	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Electrical Circuits	Build a model of the object, modifying the plan as necessary
	Students engage in the following steps in a design process: discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.	Electrical Circuits	Determine a way to test the finished solution or model
		Electrical Circuits	Perform the test and record the results, numerically and/or graphically
		Electrical Circuits	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
<i>Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.</i>			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		
	Students telecommunicate a message to a distant location with teacher help		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information

	Students access needed information from printed media, electronic databases, and community resources		technology to link the classroom to world events.
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		
	Students understand that computers are used to store personal information.		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		
	Students demonstrate an ability to evaluate information critically		Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation. Recognize

				the impact of information technology on the daily life of students.
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.				
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered	
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Moons and Eclipses	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night *Earth moving in a path around the Sun (revolution), resulting in one Earth year *the length of daylight and darkness varying with the seasons *weather changing from day to day and through the seasons *the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle	
		Moons and Eclipses	Humans organize time into units based on natural motions of Earth: *second, minute, hour *week, month	
		Moons and Eclipses	The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.	
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth		Demonstrate through experiments the interaction between water and earth materials. Explain the results of their experiment in group discussion and/or in written form. Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)	
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas) *condensation: changing of water vapor (gas) into water (liquid) *precipitation: rain, sleet, snow, hail	

			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials *pieces of earth material may be moved by air, water, wind, and gravity *pieces of earth material will settle or deposit on land or in the water in different places *soil is composed of broken-down pieces of living and nonliving earth material
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools	Mystery Powders	Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Mystery Powders	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Mystery Powders	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
		Mystery Powders	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
		Mystery Powders	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Mystery Powders	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Mystery Powders	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold *lighting - shadows, color *moisture - wet or dry

	Students describe chemical and physical changes, including changes in states of matter	Mystery Powders	Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
		Mystery Powders	Temperature can affect the state of matter of a substance
		Mystery Powders	Changes in the properties or materials of objects can be observed and described

Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Electrical Circuits	Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
		Electrical Circuits	Energy can be transferred from one place to another
		Electrical Circuits	Some materials transfer energy better than others (heat and electricity).
		Electrical Circuits	Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
		Electrical Circuits	Electricity travels in a closed circuit
		Electrical Circuits	Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
		Electrical Circuits	Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)	Electrical Circuits	Everyday events involve one form of energy being changed to another. *animals convert food to heat and motion *the Sun's energy warms the air and water
		Electrical Circuits	Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer) *mechanical to sound (e.g., musical instruments, clapping) *light to electrical (e.g., solar-powered calculator)
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Electrical Circuits/ Magnets	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Electrical Circuits/ Magnets	The position or direction of motion of an object can be changed by pushing or pulling.
		Electrical Circuits/ Magnets	The force of gravity pulls objects toward the center of Earth

		Electrical Circuits/ Magnets	The amount of change in the motion of an object is affected by friction.
		Electrical Circuits/ Magnets	Magnetism is a force that may attract or repel certain materials

		Electrical Circuits/ Magnets	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Magnets	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Magnets	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Tree Frogs	Animals need air, water, and food in order to live and thrive
		Mold	Plants require air, water, nutrients, and light in order to live and thrive.
			Nonliving things do not live and thrive
			Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Tree Frogs/ Mold	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Tree Frogs/ Mold	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Tree Frogs/ Mold	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).
	Students recognize that for humans and other living things there is genetic continuity between generations	Tree Frogs/ Mold	Plants and animals closely resemble their parents and other individuals in their species
		Tree Frogs/ Mold	Plants and animals can transfer specific traits to their offspring when they reproduce

Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Tree Frogs	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink *eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings *claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food *some animals have parts that are used to produce sounds and smells to help the animal meet its needs
		Tree Frogs	*the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)
		Mold	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants

		Tree Frog	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Tree Frog/ Mold	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Tree Frog/ Mold	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Tree Frog	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Mold	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Mold	The length of time from beginning of development to death of the plant is called its life span.
			Life cycles of some plants include changes from seed to mature plant.
		Tree Frog	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult

		Tree Frog	Each kind of animal goes through its own stages of growth and development during its life span.
		Tree Frog	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary

	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Tree Frog	Growth is the process by which plants and animals increase in size.
			Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Tree Frog/ Mold	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Tree Frog	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Mold	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.
		Tree Frog	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Tree Frog/ Mold	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Tree Frog	Some animals, including humans, move from place to place to meet their needs.
		Tree Frog	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Tree Frog	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

		Tree Frog	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans		* Content (Life Science; Health) Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		* Content (Plants; Animals; Living Environment; Life Science; Ecosystems; Interdependence) Green plants are producers because they provide the basic food supply for themselves and animals
		Tree Frogs	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Tree Frogs	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
			Decomposers are living things that play a vital role in recycling nutrients
		Tree Frogs	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Tree Frogs	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Mold	Plants manufacture food by utilizing air, water, and energy from the Sun.
			The Sun's energy is transferred on Earth from plants to animals through the food chain.
			Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Recycling	Humans depend on their natural and constructed environments.

			Recycling	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
			Recycling	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.				
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered	
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases		
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases	Conduct an experiment of the effects of water on sand. Create an invention that will run on solar power. Create an invention to predict the weather.	
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing	Electrical Circuits/ Magnets/ Recycling		
	Students use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world	Electrical Circuits/ Magnets/ Recycling		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements		Observe that things in nature and things that people make have very different sizes, weights, and ages	

	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior		Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Moons and Eclipses/ Acids and Bases	

	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing; Interpreting) * Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Acids and Bases/ Mystery Powders/ Moons and Eclipses	
	Students analyze data by making tables and graphs and looking for patterns of change	Acids and Bases/ Mystery Powders/ Moons and Eclipses	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Recycling	
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Recycling	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Recycling	
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice	Recycling	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether

	Students design solutions to problems involving a familiar: Recycling and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Mold/ Eclectrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Students participate in an extended, culminating mathematics, science, and technology project	Tree Frogs/ Mold/ Electrical Circuits/ Recycling/ Magnets/ Mystery Powders/ Moons and Eclipses	

Intermediate Level Science			
Grade 5			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships	Incorporated into curriculum throughout school year	Identify independent and dependent variables
		Incorporated into curriculum throughout school year	Identify relationships among variables including: direct, indirect, cyclic, constant; identify non-related material
		Incorporated into curriculum throughout school year	Apply mathematical equations to describe relationships among variables in the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena	Incorporated into curriculum throughout school year	Interpolate and extrapolate from data
			Quantify patterns and trends
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts and tables	Incorporated into curriculum throughout school year	Use appropriate scientific tools to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations	Crayfish/ The Human Body	Formulate questions about natural phenomena
		Crayfish/ The Human Body/ Robotics	Identify appropriate references to investigate a question
		Crayfish/ The Human Body/ Robotics	Refine and clarify questions so that they are subject to scientific investigation
	Students construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena	Crayfish/ The Human Body	Independently formulate a hypothesis. Propose a model of a natural phenomenon. Differentiate among observations, inferences, predictions, and explanations
	Students represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others	Crayfish/ The Human Body	
	Students seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists	Crayfish/ The Human Body	
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information	Crayfish/ Robotics	Demonstrate appropriate safety techniques

			Conduct an experiment designed by others
			Design and conduct an experiment to test a hypothesis
		Crayfish	Use appropriate tools and conventional techniques to solve problems about the natural world, including: *measuring *observing *describing *classifying *sequencing
		Crayfish	Include appropriate safety procedures
			Design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models).
			Design a simple controlled experiment
			Identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment
			Choose appropriate sample size and number of trials
	Students carry out their research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation	Crayfish/ Robotics	Use appropriate safety procedures
			Conduct a scientific investigation
			Collect quantitative and qualitative data
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students design charts, tables, graphs, and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.	Incorporated into curriculum throughout school year	Organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships
			Generate and use scales, create legends, and appropriately label axes
	Students interpret the organized data to answer the research question or hypothesis and to gain insight into the problem	Incorporated into curriculum throughout school year	Accurately describe the procedures used and the data gathered. Identify sources of error and the limitations of data collected. Evaluate the original hypothesis in light of the data. Formulate and defend explanations and conclusions as they relate to scientific phenomena. Form and defend a logical argument about cause-and-effect relationships in an investigation. Make predictions based on experimental data.
	Students modify their personal understanding of phenomena based on evaluation of their hypothesis	Incorporated into curriculum throughout school year	
			*Suggest improvements and recommendations for further studying *Use and interpret graphs and data tables

Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: identify needs and opportunities for technical solutions from an investigation of situations of general or social interest	Robotics/ Structures and Bridges	Identify a scientific or human need that is subject to a technological solution which applies scientific principles
	Students engage in the following steps in a design process: locate and utilize a range of printed, electronic, and human information resources to obtain ideas	Robotics/ Structures and Bridges	Use all available information systems for a preliminary search that addresses the need
	Students engage in the following steps in a design process: consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the	Robotics/ Structures and Bridges	Generate ideas for alternative solutions
		Robotics/ Structures and Bridges	Evaluate alternatives based on the constraints of design
	Students engage in the following steps in a design process: develop plans, including drawings with measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship	Robotics	Design and construct a model of the product or process
		Robotics/ Structures and Bridges	Construct a model of the product or process
		Robotics/ Structures and Bridges	Test a design
		Robotics/ Structures and Bridges	Evaluate a design
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations	Incorporated into curriculum throughout school year	Collect the data, using the appropriate, available tool. Organize the data. Use the collected data to communicate a scientific concept.
	Students use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and on-line telecommunication services	Incorporated into curriculum throughout school year	
	Students systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals	Incorporated into curriculum throughout school year	
	Students collect data from probes to measure events and phenomena	Incorporated into curriculum throughout school year	
	Students use simple modeling programs to make predictions	Incorporated into curriculum throughout school year	
			Attachment 10b_Science Gr 5 3

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry	Incorporated into curriculum throughout school year	

	Students identify advantages and limitations of data-handling programs and graphics programs	Incorporated into curriculum throughout school year	
	Students understand why electronically stored personal information has greater potential for misuse than records kept in conventional form	Incorporated into curriculum throughout school year	Critically analyze data to exclude erroneous information. Identify and explain sources of error in a data collection.
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students use graphical, statistical, and presentation software to present projects to fellow classmates	Incorporated into curriculum throughout school year	
	Students describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.	Incorporated into curriculum throughout school year	

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students explain daily, monthly, and seasonal changes on Earth		Earth's Sun is an average-sized star. The Sun is more than a million times greater in volume than Earth.
			Other stars are like the Sun but are so far away that they look like points of light. Distances between stars are vast compared to distances within our solar system.
			The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moons, and asteroids. Earth's orbit is nearly circular.
			Gravity is the force that keeps planets in orbit around the Sun and the Moon in orbit around the Earth.
			The latitude/longitude coordinate system and our system of time are based on celestial observations.
			Moons are seen by reflected light. Our Moon orbits Earth, while Earth orbits the Sun. The Moon's phases as observed from Earth are the result of seeing different portions of the lighted area of the Moon's surface. The phases repeat in a cyclic pattern in about one month.
			The apparent motions of the Sun, Moon, planets, and stars across the sky can be explained by Earth's rotation and revolution. Earth's rotation causes the length of one day to be approximately 24 hours. This rotation also causes the Sun and Moon to appear to rise along the eastern horizon and to set along the western horizon. Earth's revolution around the Sun defines the length of the year as
			The tilt of Earth's axis of rotation and the revolution of Earth around the Sun cause seasons on Earth. The length of daylight varies depending on latitude and season.
			The shape of Earth, the other planets, and stars is nearly spherical

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change		Nearly all the atmosphere is confined to a thin shell surrounding Earth. The atmosphere is a mixture of gases, including nitrogen and oxygen with small amounts of water vapor, carbon dioxide, and other trace gases. The atmosphere is stratified into layers, each having distinct properties. Nearly all weather occurs in the lowest layer of the atmosphere.
			As altitude increases, air pressure decreases.
			The rock at Earth's surface forms a nearly continuous shell around Earth called the lithosphere.
			The majority of the lithosphere is covered by a relatively thin layer of water called the hydrosphere.
			Rocks are composed of minerals. Only a few rock-forming minerals make up most of the rocks of Earth. Minerals are identified on the basis of physical properties such as streak, hardness, and reaction to acid.
			Fossils are usually found in sedimentary rocks. Fossils can be used to study past climates and environments.
			The dynamic processes that wear away Earth's surface include weathering and erosion.
			The process of weathering breaks down rocks to form sediment. Soil consists of sediment, organic material, water, and air.
			Erosion is the transport of sediment. Gravity is the driving force behind erosion. Gravity can act directly or through agents such as moving water, wind, and glaciers.
			Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.
	Students describe volcano and earthquake patterns, the rock cycle, and weather and climate changes		The interior of Earth is hot. Heat flow and movement of material within Earth cause sections of Earth's crust to move. This may result in earthquakes, volcanic eruption, and the creation of mountains and ocean basins.
			Analysis of earthquake wave data (vibrational disturbances) leads to the conclusion that there are layers within Earth. These layers - the crust, mantle, outer core, and inner core - have distinct properties.
			Folded, tilted, faulted, and displaced rock layers suggest past crustal movement.
			Continents fitting together like puzzle parts and fossil correlations provided initial evidence that continents were once together.
			The Theory of Plate Tectonics explains how the "solid" lithosphere consists of a series of plates that "float" on the partially molten section of the mantle. Convection cells within the mantle may be the driving force for the movement of the plates.

			Plates may collide, move apart, or slide past one another. Most volcanic activity and mountain building occur at the boundaries of these plates, often resulting in earthquakes.
			Rocks are classified according to their method of formation. The three classes of rocks are sedimentary, metamorphic, and igneous. Most rocks show characteristics that give clues to their formation conditions.
			The rock cycle model shows how types of rock or rock material may be transformed from one type of rock to another.
			Weather describes the conditions of the atmosphere at a given location for a short period of time.
			Climate is the characteristic weather that prevails from season to season and year to year.
			The uneven heating of Earth's surface is the cause of weather.
			Air masses form when air remains nearly stationary over a large section of Earth's surface and takes on the conditions of temperature and humidity from that location. Weather conditions at a location are determined primarily by temperature, humidity, and pressure of air masses over that location.
			Most local weather condition changes are caused by movement of air masses.
			The movement of air masses is determined by prevailing winds and upper air currents.
			Fronts are boundaries between air masses. Precipitation is likely to occur at these boundaries.
			High-pressure systems generally bring fair weather. Low-pressure systems usually bring cloudy, unstable conditions. The general movement of highs and lows is from west to east across the United States.
			Hazardous weather conditions include thunderstorms, tornadoes, hurricanes, ice storms, and blizzards. Humans can prepare for and respond to these conditions if given sufficient warning.
			Substances enter the atmosphere naturally and from human activity. Some of these substances include dust from volcanic eruptions and greenhouse gases such as carbon dioxide, methane, and water vapor. These substances can affect weather,
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials, such as density, conductivity, and solubility		Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.

			Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.
			The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends on the attractive forces among its particles.
			Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.
			A liquid has definite volume, but takes the shape of a container.
			A solid has definite shape and volume. Particles resist a change in position.
			Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as
			Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.
			Buoyancy is determined by comparative densities
	Students distinguish between chemical and physical changes		During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.
			Mixtures are physical combinations of materials and can be separated by physical means.
			During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.
			Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.
			The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.
	Students develop mental models to explain common chemical reactions and changes in states of matter		All matter is made up of atoms. Atoms are far too small to see with a light microscope.

		Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.
		Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.
		Interactions among atoms and/or molecules result in chemical reactions.
		The atoms of any one element are different from the atoms of other elements.
		There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.
Energy exists in many forms, and when these forms change energy is conserved	Students describe the sources and identify the transformations of energy observed in everyday life	The Sun is a major source of energy for Earth. Other sources of energy include nuclear and geothermal energy.
		Fossil fuels contain stored solar energy and are considered nonrenewable resources. They are a major source of energy in the United States. Solar energy, wind, moving water, and biomass are some examples of renewable energy resources.
		Most activities in everyday life involve one form of energy being transformed into another. For example, the chemical energy in gasoline is transformed into mechanical energy in an automobile engine. Energy, in the form of heat, is almost always one of the products of energy transformations.
		Different forms of energy include heat, light, electrical, mechanical, sound, nuclear, and chemical. Energy is transformed in many ways.
		Energy can be considered to be either kinetic energy, which is the energy of motion, or potential energy, which depends on relative position
		The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble
	Students observe and describe heating and cooling events	Heat moves in predictable ways, flowing from warmer objects to cooler ones, until both reach the same temperature.
		Heat can be transferred through matter by the collisions of atoms and/or molecules (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).
		During a phase change, heat energy is absorbed or released. Energy is absorbed when a solid changes to a liquid and when a liquid changes to a gas. Energy is released when a gas changes to a liquid and when a liquid changes to a solid.
		Most substances expand when heated and contract when cooled. Water is an exception, expanding when changing to ice.

			Temperature affects the solubility of some substances in water
	Students observe and describe energy changes as related to chemical reactions		In chemical reactions, energy is transferred into or out of a system. Light, electricity, or mechanical motion may be involved in such transfers in addition to heat.
	Students observe and describe the properties of sound, light, magnetism, and electricity		Different forms of electromagnetic energy have different wavelengths. Some examples of electromagnetic energy are microwaves, infrared light, visible light, ultraviolet light, X-rays, and gamma rays.
			Light passes through some materials, sometimes refracting in the process. Materials absorb and reflect light, and may transmit light. To see an object, light from that object, emitted by or reflected from it, must enter the eye.
			Vibrations in materials set up wave-like disturbances that spread away from the source. Sound waves are an example. Vibrational waves move at different speeds in different materials. Sound cannot travel in a vacuum.
		Robotics	Electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy.
		Robotics	Electrical circuits provide a means of transferring electrical energy.
		Robotics	Without touching them, material that has been electrically charged attracts uncharged material, and may either attract or repel other charged material.
	Students describe situations that support the principle of conservation of energy		Energy cannot be created or destroyed, but only changed from one form into another.
			Energy can change from one form to another, although in the process some energy is always converted to heat. Some systems transform energy with less loss of heat than others
Energy and matter interact through forces that result in changes in motion.	Students describe different patterns of motion of objects		The motion of an object is always judged with respect to some other object or point. The idea of absolute motion or rest is misleading.
			The motion of an object can be described by its position, direction of motion, and speed.
			An object's motion is the result of the combined effect of all forces acting on the object. A moving object that is not subjected to a force will continue to move at a constant speed in a straight line. An object at rest will remain at rest.

			Force is directly related to an object's mass and acceleration. The greater the force, the greater the change in motion.
			For every action there is an equal and opposite reaction
	Students observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects		Every object exerts gravitational force on every other object. Gravitational force depends on how much mass the objects have and on how far apart they are. Gravity is one of the forces acting on orbiting objects and projectiles.
			Electric currents and magnets can exert a force on each other.
		Robotics	Machines transfer mechanical energy from one object to another.
			Friction is a force that opposes motion.
		Robotics	A machine can be made more efficient by reducing friction. Some common ways of reducing friction include lubricating or waxing surfaces.
			Machines can change the direction or amount of force, or the distance or speed of force required to do work.
			Simple machines include a lever, a pulley, a wheel and axle, and an inclined plane. A complex machine uses a combination of interacting simple machines, e.g., a bicycle.
Living things are both similar to and different from each other and from nonliving things	Students compare and contrast the parts of plants, animals, and one-celled organisms		Living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Cells are usually microscopic in size.
			The way in which cells function is similar in all living things. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
			Most cells have cell membranes, genetic material, and cytoplasm. Some cells have a cell wall and/or chloroplasts. Many cells have a nucleus.
		The Human Body	Some organisms are single cells; others, including humans, are multicellular.
		The Human Body	Cells are organized for more effective functioning in multicellular organisms. Levels of organization for structure and function of a multicellular organism include cells, tissues, organs, and organ systems.
			Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities.
			Multicellular animals often have similar organs and specialized systems for carrying out major life activities.

			Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdom) to specific (species)
	Students explain the functioning of the major human organ systems and their interactions		Each system is composed of organs and tissues which perform specific functions and interact with each other, e.g., digestion, gas exchange, excretion, circulation, locomotion, control, coordination, reproduction, and protection from disease.
		The Human Body	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
		The Human Body	The digestive system consists of organs that are responsible for the mechanical and chemical breakdown of food. The breakdown process results in molecules that can be absorbed and transported to cells.
		The Human Body	During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange).
		The Human Body	The excretory system functions in the disposal of dissolved waste molecules, the elimination of liquid and gaseous wastes, and the removal of excess heat energy.
		The Human Body	The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands.
		The Human Body	Locomotion, necessary to escape danger, obtain food and shelter, and reproduce, is accomplished by the interaction of the skeletal and muscular systems, and coordinated by the nervous system.
		The Human Body	The nervous and endocrine systems interact to control and coordinate the body's responses to changes in the environment, and to regulate growth, development, and reproduction. Hormones are chemicals produced by the endocrine system; hormones regulate many body functions.
		The Human Body	The male and female reproductive systems are responsible for producing sex cells necessary for the production of offspring.
		The Human Body	Disease breaks down the structures or functions of an organism. Some diseases are the result of failures of the system. Other diseases are the result of damage by infection from other organisms (germ theory). Specialized cells protect the body from infectious disease. The chemicals they produce identify and destroy microbes that enter the body

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students describe sexual and asexual mechanisms for passing genetic materials from generation to generation	The Human Body	Hereditary information is contained in genes. Genes are composed of DNA that makes up the chromosomes of cells.
		The Human Body	Each gene carries a single unit of information. A single inherited trait of an individual can be determined by one pair or by many pairs of genes. A human cell contains thousands of different genes.
		The Human Body	Each human cell contains a copy of all the genes needed to produce a human being.
		The Human Body	In asexual reproduction, all the genes come from a single parent. Asexually produced offspring are genetically identical to the parent.
		The Human Body	In sexual reproduction typically half of the genes come from each parent. Sexually produced offspring are not identical to either parent
	Students describe simple mechanisms related to the inheritance of some physical traits in offspring	The Human Body	In all organisms, genetic traits are passed on from generation to generation.
		The Human Body	Some genes are dominant and some are recessive. Some traits are inherited by mechanisms other than dominance and recessiveness.
		The Human Body	The probability of traits being expressed can be determined using models of genetic inheritance. Some models of prediction are pedigree charts and Punnett squares
Individual organisms and species change over time	Students describe sources of variation in organisms and their structures and relate the variations to survival	The Human Body	The processes of sexual reproduction and mutation have given rise to a variety of traits within a species.
			Changes in environmental conditions can affect the survival of individual organisms with a particular trait. Small differences between parents and offspring can accumulate in successive generations so that descendants are very different from their ancestors. Individual organisms with certain traits are more likely to survive and have offspring than individuals without those traits.
			Human activities such as selective breeding and advances in genetic engineering may affect the variations of species
	Students describe factors responsible for competition within species and the significance of that competition		In all environments, organisms with similar needs may compete with one another for resources.
			Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to permit its survival. Extinction of species is common. Fossils are evidence that a great variety of species existed in the past.

			Many thousands of layers of sedimentary rock provide evidence for the long history of Earth and for the long history of changing life forms whose remains are found in the rocks. Recently deposited rock layers are more likely to contain fossils resembling existing species.
			Although the time needed for change in a species is usually great, some species of insects and bacteria have undergone significant change in just a few years
The continuity of life is sustained through reproduction and development	Students observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction		Some organisms reproduce asexually. Other organisms reproduce sexually. Some organisms can reproduce both sexually and asexually.
			There are many methods of asexual reproduction, including division of a cell into two cells, or separation of part of an animal or plant from the parent, resulting in the growth of another individual.
			Methods of sexual reproduction depend upon the species. All methods involve the merging of sex cells to begin the development of a new individual. In many species, including plants and humans, eggs and sperm are produced.
			Fertilization and/or development in organisms may be internal or external
	Students explain the role of sperm and egg cells in sexual reproduction		The male sex cell is the sperm. The female sex cell is the egg. The fertilization of an egg by a sperm results in a fertilized egg.
			In sexual reproduction, sperm and egg each carry one-half of the genetic information for the new individual. Therefore, the fertilized egg contains genetic information from each parent
	Students observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).		Multicellular organisms exhibit complex changes in development, which begin after fertilization. The fertilized egg undergoes numerous cellular divisions that will result in a multicellular organism, with each cell having identical genetic information.
			In humans, the fertilized egg grows into tissue which develops into organs and organ systems before birth.
			Various body structures and functions change as an organism goes through its life cycle.

			Patterns of development vary among animals. In some species the young resemble the adult, while in others they do not. Some insects and amphibians undergo metamorphosis as they mature.
			Patterns of development vary among plants. In seed-bearing plants, seeds contain stored food for early development. Their later development into adulthood is characterized by varying patterns of growth from species to species.
			As an individual organism ages, various body structures and functions change
	Students observe and describe cell division at the microscopic level and its macroscopic effects		In multicellular organisms, cell division is responsible for growth, maintenance, and repair. In some one-celled organisms, cell division is a method of asexual reproduction.
			In one type of cell division, chromosomes are duplicated and then separated into two identical and complete sets to be passed to each of the two resulting cells. In this type of cell division, the hereditary information is identical in all the cells that result.
			Another type of cell division accounts for the production of egg and sperm cells in sexually reproducing organisms. The eggs and sperm resulting from this type of cell division contain one-half of the hereditary information.
			Cancers are a result of abnormal cell division
Organisms maintain a dynamic equilibrium that sustains life.	Students compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium		Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.
			An organism's overall body plan and its environment determine the way that the organism carries out the life processes.
			All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.
			The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.
			Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.
			Regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal

			The survival of an organism depends on its ability to sense and respond to its external environment
	Students describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms		Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.
			Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
			Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
			Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
			In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
			Contraction of infectious disease, and personal behaviors such as use of toxic substances and some dietary habits, may interfere with one's dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.
Plants and animals depend on each other and their physical environment	Students describe the flow of energy and matter through food chains and food webs		Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.
			Food webs identify feeding relationships among producers, consumers, and decomposers in an ecosystem.
			Matter is transferred from one organism to another and between organisms and their physical environment. Water, nitrogen, carbon dioxide, and oxygen are examples of substances cycled between the living and nonliving environment

	Students provide evidence that green plants make food and explain the significance of this process to other organisms.		Photosynthesis is carried on by green plants and other organisms containing chlorophyll. In this process, the Sun's energy is converted into and stored as chemical energy in the form of a sugar. The quantity of sugar molecules increases in green plants during photosynthesis in the presence of sunlight.
			The major source of atmospheric oxygen is photosynthesis. Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis.
			Green plants are the producers of food which is used directly or indirectly by consumers.
Human decisions and activities have had a profound impact on the physical and living environment	Students describe how living things, including humans, depend upon the living and nonliving environment for their survival		A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.
			Given adequate resources and no disease or predators, populations (including humans) increase. Lack of resources, habitat destruction, and other factors such as predation and climate limit the growth of certain populations in the ecosystem.
			In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive.
			Some microorganisms are essential to the survival of other living things.
			The environment may contain dangerous levels of substances (pollutants) that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.
	Students describe the effects of environmental changes on humans and other populations		In ecosystems, balance is the result of interactions between community members and their environment.
			The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long-term gradual changes (ecological).
			Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.
			Since the Industrial Revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students describe the differences between dynamic systems and organizational systems		Students will use a balance scale to compare and contrast the three types of rocks. Students will create a device for measuring distances in space. Students will create their own invention, using one of the six simple machines
	Students describe the differences and similarities between engineering systems, natural systems, and social systems		
	Students describe the differences between open- and closed-loop systems		
	Students describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students select an appropriate model to begin the search for answers or solutions to a question or problem		
	Students use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation)		
	Students demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things.		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students cite examples of how different aspects of natural and designed systems change at different rates with changes in scale		
	Students use powers of ten notation to represent very small and very large numbers		
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.		
	Students describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur		
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students observe patterns of change in trends or cycles and make predictions on what might happen in the future		
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints and make trade-offs to determine the best decision		
	Students use graphs of information for a decision-making problem to determine the optimum solution		

Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action		Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group
	Students make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit and risk/benefit tradeoffs; and applying this knowledge to a potential purchase		*Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem
	Students design solutions to real-world problems of general social interest related to home, school, or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in		*Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results
	Students describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation		*Presenting Results- using a variety of media to present the solution and to communicate the results
Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Students participate in an extended, culminating mathematics, science, and technology project		

Level K: Self and Others

Content Understandings

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Children's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. In addition, children's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Myself and others

- My physical self includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn and learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions

My family and other families

- My family and other families are alike and different

My school and school community

- What is a school?

My neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood

Location of home, school, neighborhood, and community on maps and globes

- Land and water masses can be located on maps and a globe.
- The United States can be located on a map and a globe

Basic human needs and wants

- People define basic human needs and wants.
- Families have needs and wants

People helping one another to meet needs and wants (e.g., recycling and conservation projects)

- People rely on each other for goods and services in families, schools, and the neighborhood.
- People make economic decisions and choices.

Symbols of citizenship

- Ci izenship includes an awareness of the symbols of our nation.
- Ci izenship includes an understanding of the holidays and celebrations of our nation.
- Ci izenship includes knowledge about and a respect for the flag of the United States of America

Rights, responsibilities, and roles of citizenship

- All children and adults have responsibilities at home, in school, in the classroom, and in the community.
- People have responsibilities as members of different groups at different times in their lives

People making and changing rules and laws

- Rules affect children and adults.
- People make and changes rules for many reasons

People making rules that involve consideration of others and provide for the health and safety of all

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves

Beginning Level Social Studies Kindergarten

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Students explain those values, practices, and traditions that unite all Americans.

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next

Students distinguish between near and distant past and interpret simple timelines

Core Curriculum

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students will examine the national flag and compare its relationship to the words of the poem "The Story of Our Flag" by Beverly Pasca. They will then make red, white, and blue hats and

* My family & other families (Identity)
* Concept/Themes (Culture, beliefs, Identity)
Students will exchange information regarding family customs and traditions

* My family & other families (Identity)
* Concept/Themes (Culture, Beliefs, Identity)
Students will write a letter to their family, asking a family member to send in a traditional, favorite cookie recipe. The recipes will then be compiled,

* Self & Others (Change)
* Concept/Themes (Culture, Beliefs, Identity)
Students will learn the terms today, yesterday, and tomorrow

- * My family & other families (Identity)
- * Concept/Themes (Culture, beliefs, Identity)

Students will exchange information regarding family customs and traditions

- * My family & other families (Identity)
- * Concept/Themes (Culture, Beliefs, Identity)

Students will write a letter to their family, asking a family member to send in a traditional, favorite cookie recipe. The recipes will then be compiled,

"I am a..."
"My family..."
"My beliefs..."
"My identity..."

- * Self & Others (Change)
- * Concept/Themes (Culture, Beliefs, Identity)

Students will learn the terms today, yesterday, and tomorrow.

*Citizenship & Civic Life
 * Symbols of Citizenship
 Use calendars to discuss holidays and holiday traditions

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students identify individuals who have helped to strengthen democracy in the United States and throughout the world

* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy)
 * Symbols of Citizenship
 Students will use US currency to identify founding fathers

SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical

Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity)
 Students will investigate the music and dance of the early Native Americans

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop

Core Curriculum

* Concept/Themes (Identity, Nation-State, Culture, Empathy)
Students will learn about Abraham Lincoln and why he is called a Patriot. After reading the story "Young Abraham Lincoln: Log Cabin President", students will discuss what a President is and why Abe Lincoln was so important to the development of America. Students will be shown his portrait on the penny and the five-dollar bill.

* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy)
Students will learn about immigration and the history of Ellis Island

	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn folk songs and dances from the countries their ancestors originated from
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars to discuss holidays and holiday traditions.
	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific event in a certain time period of New York State history and United States history
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will then sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapatis, scones, black bread, fry bread, lefse, and piki
	Students gather and present information about important developments from world history	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students will trace the route Columbus took from Spain to the New World
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects. Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students investigate how people depend on and modify the physical environment

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing

Students will ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other

Students gather and organize geographic information from a variety of sources and display in a number of ways.

Core Curriculum

* Concept/Themes (Identity, Culture, Multiculturalism, Empathy) *
Places and Regions
Students will then sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapatis, scones, black bread, fry bread, lefse, and piki bread.

* Concept/Themes (Environment)
* Places and Regions
Students will draw maps of the school layout (classrooms, bathrooms, etc.)
* Concept/Themes (Environment)
* Places and Regions
Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land. Students may recognize the United States.
* Concept/Themes (Identity, Environment, Culture, Multiculturalism, Change, Empathy) * Students will study the Erie Canal

* Concept/Themes (Nation-State, Environment, Culture, Multiculturalism)
* Places and Regions
Students will trace the route Columbus took from Spain to the New World
* Concept/Themes (Nation-State, Environment, Culture)
* Places and Regions
Students will study the cities of New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students present economic information by developing charts, tables, diagrams and simple graphs

Core Curriculum

* Concept/Themes (Scarcity, Environment, Change)

Students will be able to distinguish between his/her own "Needs" and "Wants". Students will be able to identify scarce resources and tell how we can take care of them (reduce, reuse, recycle) (water, air, soil, and

* Concept/Themes (Scarcity, Environment, Change, Interdependence)

Students will distinguish between what "I want: and what "I can really buy". Students will be able to define scarcity in "our world" and scarcity in "our house".

* Concept/Themes (Scarcity, Environment, Change, Interdependence)

Students may make a mural of people who work in a supermarket, a farm.

* Concept/Themes (Scarcity, Environment, Change, Interdependence)

Students may role play going to a store to buy goods.

* Concept/Themes (Scarcity, Interdependence)

Students will recognize the monetary system

* Concept/Themes (Scarcity, Technology, Interdependence)

Students will begin learning about the value of rewards

* Concept/Themes (Scarcity, Technology, Interdependence)

Students will identify U.S. coins.

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice Students explain the probable consequences of the absence of government and rules. Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence) Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. Students will learn rules for riding on the bus. Students will identify traffic signs and tell why they are there.
SS5.2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices	Students understand the basic civil values that are the foundation of American constitutional democracy	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will learn the meaning of the flag; sing patriotic songs * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recite the Pledge of Allegiance * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students increase their knowledge of patriotic holidays

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. Students examine what it means to be a good citizen in the classroom, school, home, and community Students identify and describe the rules and responsibilities students have at home, in the classroom and at school Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will begin to build an understanding of national holidays (Columbus Day, Veterans Day, Thanksgiving, Christmas, Mother's Day, President's Day, Valentine's Day, Independence Day, Martin Luther King Day, Election Day, Earth Day, Father's Day) * Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence, Empathy) Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. * Concept/Themes (Nation-State, Government, Citizenship) Students hold elections for class president * Concept/Themes (Nation-State, Government, Citizenship) Students will learn about voting responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students participate in activities that focus on a classroom, school, or community issue or problem Students suggest alternative solutions or courses of action to hypothetical or historic problems Students evaluate the consequences for each alternative solution or course of action Students prioritize the solutions based on established criteria Students propose an action plan to address the issue of how to solve the problem	* Concept/Themes (Identity, Citizenship, Interdependence, Empathy) Students will contend with a tie vote in class room elections.

Beginning Level Social Studies Grade 1

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.
Students explain those values, practices, and traditions that unite all Americans

Core Curriculum

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students learn the pledge of allegiance
* Self and Others (Multiculturalism, Culture, Empathy, Identity)
Students will demonstrate in a picture and a sentence their own dream of how they would make the world better using the ideals of Martin Luther King

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next

Students distinguish between near and distant past and interpret simple timelines

* My family & other families (Identity)
* Concept/Themes (Culture, Beliefs, Identity)
Students will exchange information regarding family customs and traditions

* My family & other families (Identity)
* Concept/Themes (Culture, Beliefs, Identity)
Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past
* Self & Others (Change)
* Concept/Themes (Culture, Beliefs, Identity)
Students will learn the terms today, yesterday and tomorrow
*Citizenship & Civic Life
* Symbols of Citizenship
Use calendars to discuss holidays and holiday traditions

Grade 1: My Family and Other Families, Now and Long Ago

Content Understandings

The grade 1 social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

My family and other families

Families and different kinds of families exist in all communities and societies though they may differ.
Families have beliefs, customs, and traditions.
Families have roles and responsibilities.
Families are interdependent.
Families lived in other places and at different times

History of my family

Families have a past and they change over time; my family timeline illustrates my family's history.
Some family beliefs, customs, and traditions are based on family histories.
People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
Folktales, biographies, oral histories, and legends relate family histories

My community and local region

Different events, people, problems, and ideas make up my community's history.
Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
Monuments and important places are located in my neighborhood.
Communities are connected economically and geographically.
People exchange elements of their cultures.

Places in my community and local region

Places can be located on maps and on a globe.
Maps and diagrams serve as representations of places, physical features, and objects.
Cardinal directions can be used to locate places and physical features.
Symbols represent places and can be used to locate geographic features and physical characteristics.
People depend on and modify their physical environments to meet basic needs

Challenge of meeting needs and wants

Scarcity means that people's wants exceed their limited resources.
Communities provide facilities and services to help satisfy the needs and wants of people who live there.
People use tools, technologies, and other resources to meet their needs and wants.
People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.
Through work, people in communities earn income to help meet their needs and wants

Economic decision making

People make decisions about how to spend the money they earn.
People work to earn money to purchase the goods and services they need and/or want.

Symbols of citizenship

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
Citizenship includes a pledge of allegiance or loyalty to the United States of America

Rights, responsibilities, and roles of citizenship

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

People making and changing rules and laws

People form governments in order to develop rules and laws to govern and protect themselves.
Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.
People plan, organize, and make decisions for the common good.
Students can participate in problem solving, decision making, and conflict resolution

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will identify the ethnic/national origin of foods commonly found in America

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) * Symbols of Citizenship Students will use US currency to identify founding fathers
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will identify the ethnic/national origin of foods commonly found in America * Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will investigate the music and dance of the early Native Americans

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Core Curriculum

* Concept/Themes (Identity, Nation-State, Culture, Empathy)
 Students will learn about Abraham Lincoln and why he is called a Patriot. After reading the story "Young Abraham Lincoln: Log Cabin President", students will discuss what a President is and why Abe Lincoln was so important to the development of America.

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop. Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island * Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn folk songs and dances from the countries their ancestors originated from
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods. Students develop timelines that display important events and eras from world history. Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points. Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) Students will examine the classrooms (e.g., One-room school house) and learning of the 19th century * Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific time period of New York State history (e.g., Building New York City) * Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars to discuss holidays and holiday traditions. * Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific event in a certain time period of New York State history and United States history
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapattis, scones, black bread, fry bread, lefse, and piki

SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students gather and present information about important developments from world history	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students will trace the route Columbus took from Spain to the New World
	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Nation-State, Change, Culture, Multiculturalism, Empathy, Environment) Students will research customs of various countries or ethnic groups within the context of holidays around the world
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will investigate the music and dance of the early Native Americans

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students investigate how people depend on and modify the physical environment

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing

Students will ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other

Students gather and organize geographic information from a variety of sources and display in a number of ways.

Core Curriculum

* Concept/Themes (Identity, Environment, Culture, Change, Empathy, Interdependence) * Places and Regions

* Human Systems

Students will name a natural resource they use, explain why this resource is important and how they acquire it and explain how other people use this resource.

* Concept/Themes (Environment)

* Places and Regions

* Human Systems

Students will draw maps of their neighborhood

* Concept/Themes (Environment)

* Places and Regions

* Human Systems

Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land. Students may recognize the United

* Concept/Themes (Identity, Environment, Culture, Multiculturalism, Change, Empathy) Students will study the Erie Canal

* Concept/Themes (Nation-State, Environment, Culture, Multiculturalism)

* Places and Regions

Students will trace the route Columbus took from Spain to the New World

* Concept/Themes (Nation-State, Environment, Culture)

* Places and Regions

Students will study the cities of New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.

Core Curriculum

* Concept/Themes (Environment, Change, Interdependence, Scarcity)
Students will be able to identify between his/her own "Needs" and "Wants".
Students will be able to identify scarce resources. They will be able to name a good or service they use in their daily lives and explain why they need these

* Concept/Themes (Scarcity, Environment, Change, Interdependence)
* Places and Regions
Students will become aware of the importance of the roles of people on farms and in the cities.

* Concept/Themes (Scarcity, Environment, Change, Interdependence)
Students may make a mural of people who work in a supermarket, a farm.

* Concept/Themes (Scarcity, Environment, Change, Interdependence)
* Human Systems
Students may role play shopping with a set dollar amount (buying goods, services, food)

* Concept/Themes (Scarcity, Technology, Interdependence)
Students will use the monetary system.

* Concept/Themes (Scarcity, Technology)
Students will clip coupons

* Concept/Themes (Scarcity, Technology, Multiculturalism)
Students will identify foreign coins

Students present economic information by developing charts, tables, diagrams and simple graphs

* Concept/Themes (Scarcity, Technology)
Students may role play shopping with a set dollar amount (buying goods, services, food) and then diagram how that amount was spent

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Performance Indicators

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules

Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

Core Curriculum

Students hold elections for class president

Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will learn about voting responsibilities.

Students study colonial America

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules.
Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence)
Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will identify safety and traffic rules in place in our community.

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students understand the basic civil values that are the foundation of American constitutional democracy. Students know what the United States Constitution is and why it is important Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will learn the meaning of the flag * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recite the Pledge of Allegiance * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students increase their knowledge of patriotic holidays * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students sing patriotic songs * Concept/Themes (Citizenship, Nation-State) * Symbols of Citizenship Students will study the Constitution * Concept/Themes (Citizenship, Nation-State) * Symbols of Citizenship Students may take a field trip to City Hall
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. Students examine what it means to be a good citizen in the classroom, school, home, and community Students identify and describe the rules and responsibilities students have at home, in the classroom and at school	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will begin to build an understanding of national holidays (Columbus Day, Veterans Day, Thanksgiving, Christmas, Mother's Day, President's Day, Valentine's Day, Independence Day, Martin Luther King Day, Election Day, Earth Day, Father's Day) * Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence, Empathy) * Civic Values Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground.

	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State. Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service. Students identify basic rights that students have and those that they will acquire as they age.	* Concept/Themes (Citizenship, Nation-State) Students will study the Constitution * Concept/Themes (Nation-State, Government, Citizenship) * Civic Values Students hold elections for class president * Concept/Themes (Nation-State, Government, Citizenship, Empathy) * Civic Values Students will learn about voting responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students show a willingness to consider other points of view before drawing conclusions or making judgments Students participate in activities that focus on a classroom, school, or community issue or problem. Students suggest alternative solutions or courses of action to hypothetical or historic problems. Students evaluate the consequences for each alternative solution or course of action. Students prioritize the solutions based on established criteria. Students propose an action plan to address the issue of how to solve the problem.	* Concept/Themes (Nation-State, Change, Identity, Citizenship, Empathy) * Decision Making Students will work in groups to solve issues * Concept/Themes (Interdependence, Identity, Citizenship, Empathy) Students will lead a schoolwide campaign (e.g., To recycle paper)

Grade 2: My Community and Other United States Communities

Content Understanding

In the grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities

My community and region today

My urban, suburban, or rural community can be located on a map.
Urban, suburban, and rural communities differ from place to place.
Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.
Communities in the future may be different in many ways.
My urban, suburban, or rural community has changed over time.

People depending on and modifying the physical environment

Rural, urban, and suburban communities are influenced by geographic and environmental factors.
Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors

Challenge of meeting needs and wants

Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
People in rural, urban, and suburban communities are producers and consumers of goods and services.
People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources

People using human, capital, and natural resources

Scarcity of resources requires people to make choices in urban, rural, and suburban communities

Economic decision making

Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
Rural, urban, and suburban communities make decisions about how to spend the taxes they collect

Symbols of citizenship

Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.
People living in urban, rural, and suburban communities celebrate various holidays

Rights, responsibilities, and roles of citizenship

People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.
Citizens can participate in decision making, problem solving, and conflict resolution

Making and changing rules and laws

People in rural, urban, and suburban communities develop rules and laws to govern and protect communities.
Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws

Beginning Level Social Studies

Grade 2

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Core Curriculum

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
 * Concept/Themes (Culture, Identity, Interdependence, Multiculturalism, Change, Nation-State)
 Students will study the first inhabitants of America

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.
 Students explain those values, practices, and traditions that unite all Americans

* Concept/Themes (Culture, Citizenship, Identity, Interdependence, Multiculturalism, Nation-State)
 Students will study the first American colonies
 * Self and Others (Multiculturalism, Culture, Empathy, Identity, Nation-State, Citizenship)
 Students will explain how an ideal of Martin Luther King transfers into their own life experiences

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next.
 Students distinguish between near and distant past and interpret simple timelines

* My family & other families (Identity)
 * Concept/Themes (Empathy, Multiculturalism, Culture, Identity, Nation-State, Interdependence, Change)
 Students will conduct family interviews, collect family memorabilia such as letters, diaries, photographs

* My family & other families (Identity)
 * Concept/Themes (Change, Empathy, Multiculturalism, Culture, Interdependence, Citizenship)
 Students will create family trees

SS1.3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.

* Self & Others (Identity, Change)
 * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State)
 Students will identify cooking and eating utensils used by people of other cultures.

	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Technology, Nation-State) *Citizenship & Civic Life * Symbols of Citizenship Students will investigate American folklore, including Johnny Apple seed,
	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Technology, Nation-State) *Citizenship & Civic Life * Symbols of Citizenship Students will draw portraits of the
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Nation-State) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will identify cooking and eating utensils used by people of other
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Nation-State) Students may act out stories, fables, myths and legends to learn how individuals have solved problems, made important contributions, and influenced the lives of others as shown in their

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Core Curriculum

* Concept/Themes (Environment, Identity, Change, Culture, Empathy, Nation-State)

Students will investigate colonization, immigration, early settlements and westward movement.

Students will read about children from the past who lived in different countries.

Students may celebrate Harriet Tubman Day and may discuss the Underground Railroad

Students will learn about immigration and the history of Ellis Island

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.	
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will research customs of various countries or ethnic groups within the context of holidays around the world.
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) Students will research the one-room school house of the 19th century
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific time period of New York State history (e.g., Building New York City).
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars from 19th century and today to compare holidays and holiday traditions.
	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will research customs of various countries or ethnic groups within the context of holidays around the world.

	Students gather and present information about important developments from world history	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will present their family immigration history
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Identity, Interdependence, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) * Environment and Society * Factors of Production * Economic Systems Compare and contrast urban, rural, and
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Nation-State, Change, Culture, Multiculturalism, Empathy, Environment) Students will research customs of various countries or ethnic groups within the context of holidays around the world
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity, Environment, Change) Students may act out stories, fables, myths and legends to learn how individuals have solved problems, made important contributions, and influenced the lives of others as shown in their

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth’s continents in relation to each other and to principal parallels and meridians.

Students identify and compare the physical, human, and cultural characteristics of different regions and people.

Students investigate how people depend on and modify the physical environment

Core Curriculum

* Concept/Themes (Identity, Culture, Multiculturalism, Change, Empathy, Interdependence)
 * Places and Regions
 * Environment and Society
 Students will read about children living in other cultures to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important components of culture.

* Concept/Themes (Change, Nation-State)
 * Places and Regions
 * Environment and Society
 Students will identify and explain that different types of information can be found on maps and globes.
 * Concept/Themes (Change, Nation-State)
 * Places and Regions
 * Environment and Society
 Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land and that the land is divided into political entities. Students will recognize lands

* Concept/Themes (Identity, Culture, Multiculturalism, Change, Empathy, Interdependence, Technology, Nation-State, Interdependence)
 * Places and Regions
 * Environment and Society
 Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

* Concept/Themes (Scarcity, Interdependence, Change, Culture, Technology)
 * Places and Regions
 * Environment and Society
 * Needs and Wants
 * Factors of Production
 * Economic Systems
 Compare and contrast urban rural, and

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places. Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Interdependence, Nation-State, Culture) * Places and Regions * Environment and Society Students will demonstrate the use of a compass rose. Students will recognize lands and water bordering the United States. * Concept/Themes (Interdependence, Nation-State, Change, Culture, Identity) * Places and Regions * Environment and Society Students will map out the cities of NY

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students know that scarcity requires individuals to make choices and that those choices involve costs.

Students study about how the availability and distribution of resources is important to a nation's economic growth

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Core Curriculum

* Concept/Themes (Interdependence, Change, Culture)

* Places and Regions

* Environment and Society *
Needs and Wants

* Factors of Production

Students will share information on parent professions and workplaces.

They will read stories about various community helpers. They may visit a farm to learn the importance of farming and agriculture.

* Concept/Themes (Scarcity, Interdependence, Change, Culture, Technology)

* Places and Regions

* Environment and Society

* Needs and Wants

* Factors of Production

* Economic Systems

Compare and contrast urban rural, and

* Concept/Themes (Scarcity, Interdependence, Change, Culture)

* Places and Regions

* Environment and Society

*Needs and Wants

Students will read about children living in other cultures to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

* Concept/Themes (Interdependence, Change, Culture, Scarcity)

* Places and Regions

* Environment and Society

*Needs and Wants

*Factors of Production

Students will sequence a product from its origin to its final form (e.g. peanuts

* Concept/Themes (Interdependence, Change, Culture, Scarcity, Technology)

* Places and Regions

* Environment and Society

*Needs and Wants

*Factors of Production

Identify basic goods and services that are used in their community including how they are produced, for whom they are produced, and who produces or

	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concept/Themes (Interdependence, Change, Culture, Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students may role play shopping (merchant and customer) with a set dollar amount (buying goods, services,
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production * Economic Systems Students will continue to learn about * Concept/Themes (Scarcity, Technology, Culture, Multiculturalism) * Places and Regions * Environment and Society * Economic Systems Students will compare various currencies
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students will compare prices for same items in different locations (e.g.. New York vs. New Jersey)
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	
	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students may role play shopping with a set dollar amount (buying goods, services, food) and then diagram how

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Performance Indicators

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules

Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

Core Curriculum

Students hold elections for class president

Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will learn about voting responsibilities.

Students study colonial America

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules.
Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs
Students discuss how and why the world is divided into nations and what kinds of governments other nations have

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change)
* Citizenship and Civic Life
Students will identify and explain the key terms and concepts related to our democratic government, including freedom, power, justice and choice.
Students will explain why we need rules and demonstrate what would happen if there were no rules. Students will explain the role of the police and how they are 'supposed' to enforce the rules and laws that govern our community
* Concept/Themes (Nation-State, Culture, Multiculturalism, Empathy, Change)
* Citizenship and Civic Life
* Environment and Society
Students will read about children living in other cultures to learn about their

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change)
* Citizenship and Civic Life
Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level

	Students understand the basic civil values that are the foundation of American constitutional democracy.	* Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life - Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle. * Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life - Students increase their knowledge of patriotic holidays. * Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life - Students sing patriotic songs. * Concept/Themes (Citizenship, Nation-State, Culture, Empathy) * Citizenship and Civic Life - Students may participate in community service projects like making cards for servicemen and visiting the elderly.
	Students know what the United States Constitution is and why it is important.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will study why the U. S. Constitution was written.
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will study why the U. S. and NY Constitutions were written.
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will explore the qualifications of candidates for the office of President of the United States.
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will demonstrate an understanding of patriotic holidays.
	Students examine what it means to be a good citizen in the classroom, school, home, and community.	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change) * Citizenship and Civic Life - Students may create classroom rules. - Students may discuss safety rules for the cafeteria and playground.
	Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school.	Interdependence
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State.	
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life - Students will learn about volunteer work (e.g., Soup kitchens).

	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life Students will learn about civic responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students show a willingness to consider other points of view before drawing conclusions or making judgments Students participate in activities that focus on a classroom, school, or community issue or problem Students suggest alternative solutions or courses of action to hypothetical or historic problems Students evaluate the consequences for each alternative solution or course of action Students prioritize the solutions based on established criteria Students propose an action plan to address the issue of how to solve the problem	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life * Decision Making Students will work in groups to solve issues * Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life * Decision Making Students will learn about homelessness and what they may do to help (e.g.. volunteer work, donations, advocacy)

Beginning Level Social Studies Grade3

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Core Curriculum

* Concept/Themes (Culture, Identity, Interdependence, Change, Nation-State, Traditions)
Students read stories about the early days of American society and discuss the way of life of those times.

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents

* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions)
Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the
* Concepts/Themes (Culture, Empathy, Identity, Nation-State, American Traditions, Rights, Responsibilities)
* Civic Values
* Citizenship and Civic Life
Students will explain how an ideal of Martin Luther King transfers into their own life experiences

Students explain those values, practices, and traditions that unite all Americans

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Nation-State, Change)
Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day

Students recognize how traditions and practices were passed from one generation to the next

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity)
Discuss the importance of values and tolerance of others in different communities (local, regional, etc.)

Students distinguish between near and distant past and interpret simple timelines

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Change)
List the various elements of culture (religion, customs, traditions, etc.)
* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change)
Students may choose one of the original colonies and create a timeline of its important events

Grade 3: Communities Around the World—Learning About People and Places

Content Understanding

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Cultures and civilizations

What is a culture? What is a civilization?

How and why do cultures change?

Where do people settle and live? Why?

People in world communities exchange elements of their cultures.

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historic narratives to transmit values, ideas, beliefs, and traditions.

People in world communities celebrate their accomplishments, achievements, and contributions.

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Communities around the world

People of similar and different cultural groups often live together in world communities.

World communities have social, political, economic, and cultural similarities and differences.

World communities change over time.

Important events and eras of the near and distant past can be displayed on timelines.

Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC & AD as reference.

All people in world communities need to learn and they learn in different ways.

Families in world communities differ from place to place.

Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

Different events, people, problems, and ideas make up world communities.

People in world communities may have different interpretations and perspectives about important issues and historic events.

The location of world communities

World communities can be located on maps and globes (latitude and longitude).

The spatial relationships of world communities can be described by direction, location, distance, and scale.

Regions represent areas of Earth's surface with unifying geographic characteristics.

World communities can be located in relation to each other and to principal parallels and meridians.

Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.

Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Physical, human, and cultural characteristics of world communities

The causes and effects of human migration vary in different world regions.

The physical environment: an understanding about its display and use.

Interactions between economic activities and geographic factors differ in world communities.

The factors that influence human settlements differ in world communities.

People depending on and modifying their physical environments

People living in world communities depend on and modify their physical environments in different ways.

Lifestyles in world communities are influenced by environmental and geographic factors.

The development of world communities is influenced by environmental and geographic factors.

Challenge of meeting needs and wants in world communities

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Human needs and wants differ from place to place.

People in world communities make choices due to unlimited needs and wants and limited resources.

People in world communities must depend on others to meet their needs and wants.

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

People in world communities locate, develop, and make use of natural resources.

Resources are important to economic growth in world communities.

Economic decision making in world communities

Production, distribution, exchange, and consumption of goods and services are economic decisions which communities must make.

Economic decisions in world communities are influenced by many factors

Symbols of citizenship in world communities

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations

People making and changing rules and laws

People in world communities form governments to develop rules and laws to govern community members

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities

Governments around the world

Governments in world communities organize to provide functions people cannot provide as individuals.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Empathy, Multiculturalism, Culture, Interdependence, Change) Students may research and present an oral report on famous African American
	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Culture, Technology, Citizenship, Change) Students will give examples of three contributions made by individuals and groups in the development of US History. Students will compare and contrast similarities and differences between their contributions.

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Nation-State, Culture, Empathy, Identity, Change) *Citizenship and Civic Life Students will identify Americans who have helped to strengthen democracy (e.g. Martin Luther King, George Washington, Squanto)
		* Concept/Themes (Culture, Change, Interdependence, Nation-State, Technology) Students may research and present an oral report on famous African American
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change, Technology, Culture, Interdependence) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Concept/Themes (Identity, Change, Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the story. (then and now).

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

Performance Indicators

Core Curriculum

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	* Concept/Themes (Environment, Identity, Change, Culture, Empathy, Nation-State, Multiculturalism, Technology) Students will investigate colonization, immigration, early settlements and westward movement. Students will read about children from the past who lived in different countries.
	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Culture, Multiculturalism, Identity, Change, Nation-State, Traditions) Students will research customs of various countries or ethnic groups within the context of holidays around the world
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Interdependence, Culture, Identity, Change, Nation-State, Technology, Empathy) Students may chose an early invention and describe the changes over time.
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events.
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Sequence, Interdependence, Culture, Change, Nation-State, Technology, Empathy) Make a timeline using a theme that can be traced throughout world history (e.g. the history of farming)

* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change)
Students may chose one of the original colonies and create a timeline of its important events.

* Concept/Themes (Culture, Identity, Change, Traditions, Sequence)
Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.

Students compare important events and accomplishments from different time periods in world history.

Students will learn about the Revolutionary War

SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities

* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change, Technology)
Students read stories about the colonies of early days of American society and discuss the way of life of those times.

* Concept/Themes (Culture, Multiculturalism, Empathy, Nation-State, Change)
Students will research customs of various countries or ethnic groups within the context of holidays around the world

	Students gather and present information about important developments from world history	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events.
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) * Places and Regions * Environment and Society Students will investigate colonization, immigration, early settlements and
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (interdependence, Historic Events, Nation-State, Culture, Change) Students state the pros/cons of a trend in world history (e.g. colonization of Africa vs. the preservation of the animals)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (interdependence, Empathy, Culture, Change) * Citizenship and Civic Life Students will research common customs (e.g. Marriage) of various countries or ethnic groups
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students identify and compare the physical, human, and cultural characteristics of different regions and people.

Students investigate how people depend on and modify the physical environment

Core Curriculum

* Concept/Themes (Technology, Scarcity, Culture, Change, Interdependence, Uses of Geography, Human Activities)

* Places and Regions

* Environment and Society

* Physical Systems

Students will investigate historic uses of water in agriculture, as transportation, as power supply, etc.

* Concept/Themes (Culture, Multiculturalism, Change, Interdependence, Uses of Geography, Human Activities)

* Places and Regions

* Environment and Society

Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day

* Concept/Themes (Community, Change, Uses of Geography)

* Places and Regions

Students may create flash cards defining the following: continents, oceans, hemispheres, poles, equator.

* Concept/Themes (Culture, Multiculturalism, Interdependence, Uses of Geography, Human Activities)

* Places and Regions

* Environment and Society

Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

* Concept/Themes (Technology, Scarcity, Culture, Change, Interdependence, Uses of Geography, Human Activities)

* Places and Regions

* Environment and Society

* Physical Systems

Students will investigate historic uses of water in agriculture, as transportation, as power supply, etc.

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Use of Geography, Multiculturalism) *Places and Regions Locate and discuss various climactic regions of the world. * Concept/Themes (Technology, Culture, Change, Uses of Geography) * Places and Regions Students may label map of world identifying hemispheres, prime meridians, equator and north, south, east, and west directions.
	Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data	* Concept/Themes (Use of Geography, Historic Events, Interdependence, Change) *Places and Regions *Environment and Society Students will investigate the importance of the location of the New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students know that scarcity requires individuals to make choices and that those choices involve costs.

Students study about how the availability and distribution of resources is important to a nation's economic growth

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Core Curriculum

* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change)
*Places and Regions
*Environment and Society
* Needs and Wants

Students may compile a list of local needs and wants and show how they have changed over time (farms to towns to cities to suburbs.)

* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change)
*Places and Regions
*Environment and Society
* Needs and Wants
Students may explain the difference between renewable and non-renewable resources and make posters urging the

* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change)
*Places and Regions
*Environment and Society
* Needs and Wants
Students give an example of how people in a particular region have made a choice to compensate for a scarce

* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
* Economic Systems
*Places and Regions
*Environment and Society
* Needs and Wants
Students state how a natural resource such as coal, petroleum, lumber, has influenced the growth of an area. Students state how availability or lack of availability of resources has an impact on economic growth.

* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
*Economic Systems
*Environment and Society
* Needs and Wants
Students will state how societies determine what goods and services to produce, how much and for whom. Students state why the automobile or airplane was produced. Students state how it was produced and state for whom it was produced.

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

- * Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
- *Economic Systems
- *Environment and Society
- * Needs and Wants
- * Factors of Production

Students state who the production of the automobile has influenced an urban economy.

Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.

- * Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
- *Economic Systems
- *Environment and Society
- * Needs and Wants

Students will exhibit an understanding

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) Students will locate information about a particular region or product in the library or on the computer using various resources.
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concept/Themes (Scarcity, Technology, Multiculturalism) * Places and Regions * Environment and Society Needs and Wants
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	* Factors of Production Students will compare prices for same items in different locations (e.g.. New York vs. London)
	Students present economic information by developing charts, tables, diagrams and simple graphs	Concept/Themes (Scarcity, Interdependence, Nation-State, Technology) * Places and Regions * Environment and Society Needs and Wants * Factors of Production * Economic Systems Students will chart the differences in price of similar goods in different locations (e.g.. New York vs. London)

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice Students explain the probable consequences of the absence of government and rules. Students describe the basic purposes of government and the importance of civic life Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.) Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.) * Concept/Themes (Historic Events, Political Systems, Power/Authority, Nation-State, Government, Change, Technology, Culture, Interdependence, Sequence) Students will compare and contrast the colonial government with the U.S. government after the Revolutionary War.

	Students discuss how and why the world is divided into nations and what kinds of governments other nations have	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems) * Citizenship and Civic Life * Civic Values Students will compare and contrast their community with Mexico City.
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States	* Concept/Themes (Nation-State, Government, Interdependence, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level. Students will investigate the terms civics, justice, equality and respect for self, others and property. Students may design flash cards to define the following the terms: democracy, the three branches of government.
	Students understand the basic civil values that are the foundation of American constitutional democracy. Students know what the United States Constitution is and why it is important	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will study why the U. S. Constitution was written
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will study why the U. S. and NY Constitutions were written
	Students understand the structure of New York State and local governments, including executive, legislative, and judicial branches.	* Concept/Themes (Nation-State, Government, Political Systems, Interdependence) * Citizenship and Civic Life * Civic Values Students will discover how local government functions (roads, garbage, public safety)
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will explore the qualifications of candidates for the office of Governor

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students understand the definitions of the following holidays: Lincoln's birthday, Washington's birthday, Independence Day, MLK Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, Earth Day
	Students examine what it means to be a good citizen in the classroom, school, home, and community. Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school. Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State.	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students state one way they can be good citizens at home, at school and in their community. * Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local issues.)
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.	* Concept/Themes (Government, Political Systems, Empathy) * Citizenship and Civic Life * Civic Values * Environment and Society Students will learn about volunteer work (e.g.. Conservation & recycling)
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Government) * Citizenship and Civic Life * Civic Values * Decision Making Students hold elections for class president. * Concept/Themes (Nation-State, Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local issues.)
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	Students show a willingness to consider other points of view before drawing conclusions or making judgments	* Concept/Themes (Nation-State, Empathy, Rights) * Citizenship and Civic Life * Civic Values * Decision Making Students will work in groups to solve issues. Students will discuss their different points of views; demonstrate considering different points of view before passing judgment; and demonstrate the differences between fact or opinions when making a judgment.

Students participate in activities that focus on a classroom, school, or community issue or problem

Students suggest alternative solutions or courses of action to hypothetical or historic problems

* Concept/Themes (Nation-State, Empathy, Culture, Interdependence, Technology, Problem Solving)

Students evaluate the consequences for each alternative solution or course of action

* Citizenship and Civic Life

* Civic Values

* Environment and Society

Students prioritize the solutions based on established criteria

Students will learn about landfills and what they may do to help (e.g. recycling, conservation, advocacy)

Students propose an action plan to address the issue of how to solve the problem

Beginning Level Social Studies Grade 4

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents

Students explain those values, practices, and traditions that unite all Americans

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next

Core Curriculum

* Concept/Themes (Immigration, Multiculturalism, Culture, Technology, Identity, Change)

* Citizenship and Civic Life

Students read stories about the early days of American society and discuss the way of life of those times.

Students prepare an original piece of work focusing on the contributions of a particular ethnic group (possibly their own). Produce a list of reasons why

* Concept/Themes (Democracy, Nation-State, Human Rights and Dignity)

* Citizenship and Civic Life

Students define the following terms: equality, democracy, freedom, rights.

Students list components of the Bill of Rights. Create a chart, web or list stating which rights, freedoms, responsibilities, are guaranteed under each of the three documents. Debate, role play, dramatize or create a venn diagram of the pros/cons of individual

* Concepts/Themes (American Traditions, Dignity, Empathy, Identity, Nation-State, Rights, Responsibilities)

* Civic Values

* Citizenship and Civic Life

Students will explain how an ideal of Martin Luther King transfers into their

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Nation-State, Change)

* Place and Region

Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in

* Concept/Themes (Traditions, Diversity, Values, Interdependence, Empathy, Multiculturalism, Identity, Rights, Responsibilities)

* Civic Values

* Place and Region

Discuss the importance of values and tolerance of others in different

* Concept/Themes (Traditions, Diversity, Values, Interdependence, Empathy, Multiculturalism, Identity)

List the various elements of culture (religion, customs, traditions, etc.)

Students will use examples of native American culture (emphasis on Iroquois

	Students distinguish between near and distant past and interpret simple timelines	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities. Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Iroquois Confederacy, Interdependence, Empathy, Multiculturalism) * Environment and Society * Places and Regions Students investigate and explain contributions of Native Americans in New York State. Name the Native American tribes in New York State, including those of the Iroquois * Concept/Themes (Culture, Technology, Change, Interdependence) * Environment and Society * Places and Regions Students will examine waterways in New York State (Hudson and Mohawk Rivers, Great Lakes and Erie Canal)

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Nation-State, Culture, Identity, Empathy, Change, Technology) *Citizenship and Civic Life Students will explore the contributions of famous African Americans (Sojourner Truth, Elijah McCoy, Rosa Parks, ...)
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Nation-State, Culture, Identity, Empathy, Change, Interdependence) *Citizenship and Civic Life * Environment and Society Students will compare and interpret two points of view of an important historic issue or key event (e.g. Columbus Day, Civil War, Native American Displacement). Students organize their information in some way to show both points of view. Summarize the conflicts inherent in the issues.
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Concept/Themes (Identity, Culture, Empathy, Change) *Citizenship and Civic Life * Environment and Society * Places and Regions Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in ...
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Culture, Identity, Empathy) Students interpret historic events using primary sources (art, music, writing, artifacts). Identify and locate a place in their community that has historic significance (museum, cemeteries, ...)

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Core Curriculum

- * Concept/Themes (Identity, Culture, Empathy, Change, Nation-State)
- *Citizenship and Civic Life
- * Environment and Society
- * Places and Regions

Investigate and orally report on exploration and colonization of New York State.

- * Concept/Themes (Immigration, Multiculturalism, Culture, Technology, Identity, Change)
- * Citizenship and Civic Life

Create a list of reasons why immigrants came to this country after reading stories about Ellis Island

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) Create a graphic organizer on the history of the Iroquois Confederacy (including the 5 W's) * Concept/Themes (Identity, Culture, Multiculturalism, Empathy, Change, Nation-State) * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New York State by studying journals, diaries, photographs, news articles and other records from the period for a variety of perspectives. Use examples of colonists
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Multiculturalism) * Environment and Society * Places and Regions Students investigate Native Americans in New York State (emphasis on Iroquois and Algonquin). Explore Native
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Multiculturalism, Technology, Interdependence) * Environment and Society * Places and Regions Students compare the Iroquois and Algonquin tribes during the colonial period with modern times.
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students compare calendars from different countries and past centuries with the United States and a modern * Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events. * Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they

Students compare important events and accomplishments from different time periods in world history.

* Concept/Themes (Historic Events, Change, Identity, Interdependence, Empathy, Technology, Multiculturalism)
Students sequence important events and accomplishments in world history. Compare and contrast important events and accomplishments in world history from different time periods stating similarities and differences. Explain the importance of a historical event.

SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Nation-State, Historic Events, Change, Identity, Interdependence, Empathy, Technology) * Citizenship and Civic Life Students read stories about the colonies of early days of American society and discuss the way of life of those times.
	Students gather and present information about important developments from world history	Students investigate Native Americans in New York State .Emphasis on Iroquois and Algonquin. * Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) *Citizenship and Civic Life * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New York State
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Interdependence, Technology) *Citizenship and Civic Life * Environment and Society * Places and Regions Identify and define important events in world history. Compare and contrast two different accounts of an important event in world history from the same time period. Compare and contrast two different accounts of an important event in world history from different
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Culture, Multiculturalism, Empathy, Change, Nation-State, Interdependence, Technology) *Citizenship and Civic Life * Environment and Society * Places and Regions Students will research common customs of various ethnic groups during colonial New York (e.g.. Marriage, funerals)
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Culture, Identity, Empathy) Students interpret historic events using primary sources (art, music, writing, artifacts). Identify and locate a place in their community that has historic significance (museum, cemeteries, historical sites)

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students identify and compare the physical, human, and cultural characteristics of different regions and people.

Students investigate how people depend on and modify the physical environment

Core Curriculum

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities. Create a "T" graph comparing and contrasting rural and urban life. Construct a needs and resources tree.

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities.

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Using a map of NY State, students may label the following features: rivers, mountain ranges, cities and lakes. Students may create a Regional Tree of the five regions of New York State including characteristics for each region.

- * Concepts/Themes (Culture, Multiculturalism, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students will investigate historic uses of water (namely the Erie Canal) in agriculture, as transportation, as power

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities.

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concepts/Themes (Culture, Uses of Geography, Technology) * Environment and Society * Places and Regions * Human Systems Using knowledge of the four seasons in NY state diagram the Iroquois pattern * Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Practice using compass rose, longitude and latitude lines, map symbols and scales with NY State maps and world maps. Students may practice reading a
	Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data	* Concepts/Themes (Culture, Uses of Geography, Historical Events, Technology) * Environment and Society * Places and Regions Students will investigate the importance of the location of the New York during the American Revolutionary War

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity. Students know that scarcity requires individuals to make choices and that those choices involve costs. Students study about how the availability and distribution of resources is important to a nation's economic growth.

Core Curriculum

* Concepts/Themes (Scarcity, Interdependence, Change, Culture, Uses of Geography, Technology, Empathy)

* Environment and Society

* Places and Regions

* Human Systems

* Needs and Wants

Students may use a diagram of an Iroquois village to list the ways needs and wants were met.

* Concepts/Themes (Culture, Uses of Geography)

* Physical Settings

* Places and Regions

* Human Systems

* Economic Systems

Students may explain in a report how the Erie Canal, Western Movement and railroads brought about economic

* Concepts/Themes (Scarcity, Interdependence, Change, Technology, Empathy)

* Environment and Society

* Places and Regions

* Human Systems

* Needs and Wants

Students may discuss the waste and

* Concepts/Themes (Scarcity, Interdependence, Change, Culture, Uses of Geography, Technology, Empathy)

* Environment and Society

* Places and Regions

* Human Systems

* Economic Systems

Students will investigate the importance of the location of the New York

* Concepts/Themes (Culture, Uses of Geography)

* Physical Settings

* Places and Regions

* Human Systems

* Economic Systems

Students may explain in a report how the Erie Canal, Western Movement and railroads brought about economic

* Concepts/Themes (Culture, Uses of Geography)

* Physical Settings

* Places and Regions

* Human Systems

* Economic Systems

Students may create a salt map showing the path of the Erie Canal and

	Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced? Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology) * Environment and Society * Human Systems * Needs and Wants Students may trace the growth and changes brought about by the computer age.
	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes
	Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Discuss through current events and how trade agreements between the
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes on a global scale by focusing on a * Concepts/Themes (Scarcity, Change, Technology) * Environment and Society Students may compare how information gathering has changed since their grandparents and parents day.
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Needs and Wants * Economic Systems
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	Students will increase their awareness of technological and economic changes on a global scale by focusing on a consumer product (e.g.. Televisions)
	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will chart the economic growth of countries via consumer purchases, possibly focusing on one

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Performance Indicators

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules

Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

Core Curriculum

Students hold elections for class president

Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will learn about voting responsibilities.

Students study colonial America

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules.
Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority)

* Citizenship and Civic Life

* Civic Values

Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.)

Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.). Students may construct a chart

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority)

* Citizenship and Civic Life

* Civic Values

Students may read biographies of people who have implemented change

Students may research African Americans who contributed to the Revolution, including Crispus Attucks, Salem Poor, James Forten, Phillis Wheatley, James Armistead and Benjamin Banneker

* Concept/Themes (Nation-State, Government, Change, Interdependence, Political Systems, Power/Authority)

* Citizenship and Civic Life

Students will compare and contrast the development of the New York State Constitution back to the Iroquois Confederacy

Students discuss how and why the world is divided into nations and what kinds of governments other nations have

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States Students understand the basic civil values that are the foundation of American constitutional democracy. Students know what the United States Constitution is and why it is important	* Concept/Themes (Nation-State, Government, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level. Students will investigate the terms civics, justice, equality and respect for self, others and property. Students may design flash cards to define the following the terms: democracy, the three branches of government. * Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may compare the Constitution with the following documents to further their understanding of our democratic system: Mayflower Compact, Declaration of Independence, Articles of Confederation, and Bill of Rights.
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may compare and contrast the rights guaranteed by the New York State Constitution as opposed to the rights guaranteed in the United States
	Students understand the structure of New York State and local governments, including executive, legislative, and judicial branches.	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may construct a graphic organizer explaining the role and responsibilities of the three branches of In a group activity students may compare and contrast the three branches of government in local, state and national government. Students may diagram in chart form the electoral process.
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students will explore the qualifications of candidates for the office of Mayor of

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. Students examine what it means to be a good citizen in the classroom, school, home, and community Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students may create a timeline showing the establishment of national holidays . * Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.). Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.)
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students will demonstrate an understanding of due process, majority rule and minority rights and will investigate how these words are applied in the New York State and U.S.
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students may participate in community service activities such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school.
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values *Decision Making Students hold elections for class president * Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local Students will be able to explain the voting process.

SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

Students show a willingness to consider other points of view before drawing conclusions or making judgments

* Concept/Themes (Nation-State, Empathy, Rights)
* Citizenship and Civic Life
* Civic Values

Students will work in groups to solve issues. State the differences between fact and an opinion. Identify whether a stated argument in support of an issue is a fact or opinion. State an opinion from each of the two sides of an argument about a particular issue or problem that arises in their daily life or

Students participate in activities that focus on a classroom, school, or community issue or problem
Students suggest alternative solutions or courses of action to hypothetical or historic problems
Students evaluate the consequences for each alternative solution or course of action
Students prioritize the solutions based on established criteria
Students propose an action plan to address the issue of how to solve the problem

* Concept/Themes (Nation-State, Empathy, Culture, Interdependence, Technology)
* Citizenship and Civic Life
* Civic Values

* Environment and Society
Students choose a community service activity (such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school) based on their local community needs

Grade 4: Local History and Local Government

Content Understanding

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes:

- Native American Indians of New York State
- European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas
- Colonial and Revolutionary periods
- The new nation
- Industrial growth and expansion
- Government-like narratives to transmit values, ideas, beliefs, and traditions.

Native American Indians of New York State

- Native American Indians were the first inhabitants of our local region and State.
- The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquian were the early inhabitants of our State.
- Meeting basic needs—food, clothing, and shelter.
- Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.
- Important accomplishments and contributions of Native American Indians who lived in our community and State

Three worlds (Europe, the Americas, Africa) meet in the Americas

- Major explorers of New York State
- Impacts of exploration—social/cultural, economic, political, and geographic.
- The slave trade and slavery in the colonies.
- Groups of people who migrated to our local region and into our State.
- Ways that people depended on and modified their physical environments

Colonial and Revolutionary periods

- Dutch, English, and French influences in New York State.
- Lifestyles in the colonies—comparisons during different time periods.
- Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious.
- Ways that colonists depended on and modified their physical environments.
- Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State.
- Colonial governments.
- Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?
- Ways of making a living in our local region and State.
- Causes for revolution: social, political, economic.
- Important accomplishments of individuals and groups living in our community and region

The Revolutionary War in New York State

Location of New York State.

The significance of New York State's location and its relationship to the locations of other people and places.

Geographic features that influenced the War.

Native American Indians in New York State influenced the War.

The war strategy: Saratoga and other local battles.

Loyalists and patriots in New York State.

Leaders of the Revolution.

Effects of the war on an understanding about its display and use.

The new nation

Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.

The importance of the Bill of Rights.

Individuals and groups who helped to strengthen democracy in the United States.

The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Those values, practices, and traditions that unite all Americans

Industrial growth and expansion

Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer).

Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State).

The important contributions of immigrants to New York State.

Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors

Urbanization: economic, political, and social impacts

Rural to urban to suburban migration Economic interdependence (e.g., resource use; from farm to market).

Ways of learning and public education in our community and State.

The labor movement and child labor

Government

Basic democratic values (Taken from: National Standards for Civics and Government).

The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories

Purposes of government

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Taken from: National Standards for Civics and Government)

Local and State governments

An introduction to the probable consequences of the absence of government.

The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches The meaning of key terms and concepts related to government, including democracy, power, and citizenship .

The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.

People elect and/or appoint leaders who make, enforce, and interpret laws. Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Intermediate Level Social Studies Grade 5

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior and traditions that help define it and unite all Americans.

Core Curriculum

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)
 * Places and Regions
 Students study the Buffalo Pan-American exposition of 1901

Students interpret the ideas, values and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

* Concept/Themes (Mayflower Compact, Fundamental Orders of Connecticut, Declaration of Independence, Bill of Rights, US Constitution, Emancipation Proclamation)
 Students identify ideas expressed in early government documents. Students describe the progression of democratic ideas found in government documents. Students explain how the US Constitution incorporated these

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a

Students describe the reasons for periodizing history in different ways.

* Concept/Themes (Age of Exploration, Colonial Period, American Revolution, Western Expansion, Industrial Revolution, Civil Strife)
 * Places and Regions
 Students investigate and compare pre- and post- colonial Canada, the US, and

Students investigate key turning points in New York State and United States history and explain why these events or developments are significant.

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)
 * Places and Regions
 Students study the Buffalo Pan-

Students understand the relationship between the relative importance of United States domestic and foreign policies over time.

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)
 * Places and Regions
 Students study the Buffalo Pan-American exposition of 1901

	Students analyze the role played by the United States in international politics, past and present.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Cause/Effect of US Involvement, US Involvement in Foreign Wars, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-American exposition of 1901 and compare the current relationships of Canada, the US and Mexico
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups, including Native American Indians, in New York State and the United States at different Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States. Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and the United States Constitutions, the Bill of Rights, and other important Students classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.	* Concept/Themes (Pocahontas/Settlers, Puritans/Dissenters, Plantation Owners/Slaves, Patriots/Tories, Native Americans/Europeans Settlers, Culture, Democracy, Empathy) Students examine both sides of an issue to understand different points of view or perspective. * Concept/Themes (Identity, Culture, Multiculturalism, Contributions) Students compare and contrast various ethnic experiences in New York State and the United States, focus on various Hispanic populations (Mexicans, Puerto Ricans) * Concept/Themes (Thomas Paine - <i>Common Sense</i>; Thomas Jefferson - <i>Declaration of Independence</i>; James Madison - <i>Constitution</i>; Francis Scott Key - <i>The Star Spangled Banner</i>; Abraham Lincoln - <i>Emancipation Proclamation</i>) Students link fundamental values, beliefs, and traditions to the person responsible for its inception and development. * Concept/Themes (Nation-State, Identity, Culture, Interdependence, Scarcity, Empathy, Technology, Change) * Citizenship and Civic Life * Civic Values * Environment and Society Students conduct a historical case study about an important environmental concern affecting their city's or neighborhood's water supply, housing accommodations, or transportation system, and examine competing views on the issues ideas evident in the source and identify the purpose or point of view from which the source was created; discuss how interpretations or perspectives develop and change as

SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider the sources of historical documents, narratives, or artifacts and evaluate their reliability.	* Concept/Themes (Mayflower Compact, Fundamental Orders of Connecticut, <i>Common Sense</i> , <i>Uncle Tom's Cabin</i>) Students recognize authors' purpose and point of view in historical documents or narratives.

Students understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.

Students describe historic events through the eyes and experiences of those who were there.

* Concept/Themes (Exploration, Early Colonization, American Revolution, Slavery)

* Places and Regions

* Human Systems

Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)

* Places and Regions

Students study the Buffalo Pan-

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education, and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

Core Curriculum

* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders)
 * Places and Regions
 * Environment and Society
 * Human Systems
 Expand on the impact of colonization to the Western Hemisphere on indigenous peoples (emphasis on Spanish colonization).

* Concept/Themes (Sequence, Civilization, Colonization, Exploration, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders, Iroquois)
 * Places and Regions
 * Environment and Society
 * Human Systems
 Have students trace and create a timeline of the history of various regions in Canada and Latin America.

	* Concept/Themes (Identity, Culture, Change, Sequence, Civilization, Empire Building) * - Places and Regions * - Environment and Society * Human Systems Students create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I and the
Students know some important historical events and developments of past civilizations.	* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization) * Places and Regions * Environment and Society * Human Systems Expand Students interpret and analyze documents and artifacts related to significant developments and events in * Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders) * Places and Regions * Environment and Society * Human Systems Expand Students may study the first North and South Americans (such the Mayan)
Students interpret and analyze documents and artifacts related to significant developments and events in world history.	* Concepts/Themes (Written Language, Written Law, Archaeology, Primary Sources, Technology, Change) Students may use newspaper want ads to study the effects of technology on our society.
	* Concepts/Themes (Written Language, Written Law, Archaeology, Primary Sources, Technology, Change) Students may create a list of important inventions of the last century

SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students develop timelines by placing important events and developments in world history in their correct chronological order. Students measure time periods by years, decades, centuries, and millennia.	* Concepts/Themes (Decade, Century, Millennium, Historical Analysis, Cause and Effect, Pros/Cons, Fact and Opinion) *Places and Regions *Human Systems * Environment and Society Students know how to organize key turning points and events in the histories of Canada, Latin America, and the United States into different historical time periods. (e.g. key turning points might include: 18th century exploration and encounter; 19th century westward migration and expansion, 20th century population movement from rural to suburban areas.) Students create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the beginning of space exploration.
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history. Students interpret and analyze documents and artifacts related to significant developments and events in world history. Students classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.	* Concepts/Themes (Identity, Empathy, Fact and Opinion) *Places and Regions *Civic Values * Environment and Society Students study Pablo Picasso and how his art work reflected the art, political, and social conditions of his time. * Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions. * Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems Students investigate the Spanish-American War, studying the American, and Mexican perspectives. * Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions.
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed.	* Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions.

Students analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians.

* Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) *

Places and Regions *

Environment and Society

* Human Systems

Students investigate the Spanish-American War, studying the American,

- . -

Students view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural, drawings, and other	* Concepts/Themes (Identity, Empathy, Fact and Opinion) * Places and Regions * Civic Values * Environment and Society
Student investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.	- Students study Pablo Picasso and how his art work reflected the art, political, and social conditions of his time. * Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems - Students investigate the Spanish-American War, studying the American, European, and Latin American perspectives.

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students map information about people, places, and environments.

Students understand the characteristics, functions, and applications of maps, global, aerial and other photographs, satellite-produced images, and models.

Students investigate why people and places are located where they are located and what patterns can be perceived in these locations.

Core Curriculum

- * Concepts/Themes (World in Spatial Terms, Uses of Geography)
- * Places and Regions
- * Environment and Society
- * Physical System

Students use maps and other geographic representations, tools, and technologies such as Arial and other photographs, satellite-produced images and computer models to gather, process, and report information about the United States, Canada, and Latin America today.

Construct a "T" graph that explores the changes from an agricultural to an industrial society.

Compose a list of technological changes over time.

- * Concepts/Themes (World in Spatial Terms, Uses of Geography)
- * Places and Regions
- * Environment and Society
- * Physical System

Using political and physical maps students will explain the importance of maps (distribution, historical, political and physical.)

Students may interpret various types of maps (distribution, historical, political and physical.)

- * Concepts/Themes (World in Spatial Terms, Uses of Geography)
- * Places and Regions
- * Environment and Society
- * Physical System
- * Human Systems

Using climactic maps, compare and contrast climates and population densities in the US and rest of the world.

	Students describe the relationship between people and environments and the connections between people and places	* Concepts/Themes (Identity, People and Places, Empathy, Basic Needs, Interdependence) * Places and Regions * Environment and Society * Physical System Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important * Concepts/Themes (World in Spatial Terms, Uses of Geography) * Places and Regions * Environment and Society * Physical System Using climactic maps, compare and contrast climates and population densities in the US and rest of the Western Hemisphere.
SS3.2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models.	* Concepts/Themes (World in Spatial Terms, Uses of Geography, Technology) * Places and Regions * Environment and Society * Physical System Students create maps of South America using the internet as one primary sources
	Students interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology) * Places and Regions * Environment and Society * Physical System * Human Systems Practice using compass rose, longitude and latitude lines, map symbols and scales with North and South American
	Students formulate geographic questions and define geographic issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology, Colonization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Physical System * Human Systems Students investigate the different colonization patterns of North and South America, focusing on accessibility
	Students use a number of research skills (e.g. computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology, Historical Analysis) * Places and Regions * Environment and Society * Physical System * Human Systems Students study the historic relationship

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

Students explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems.

Students understand how scarcity requires people and nations to make choices which involve costs and future considerations.

Core Curriculum

- * Concept/Themes (Scarcity, Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System
- * Factors of Production
- * Needs and Wants

Students may diagram how communities in the US , Canada and Latin America have grown economically over the last century.

- * Concept/Themes (Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System

Using population graphs, students may be able to draw conclusions about how population growth influences

- * Concept/Themes (Scarcity, Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems
- * Factors of Production
- * Needs and Wants

Students understand that industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

- * Concept/Themes (Scarcity)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems
- * Factors of Production
- * Needs and Wants

Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere.

- * Concept/Themes (Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems

Students know concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the United States, Canada and Latin

Students understand how people in the United States and throughout the world are both producers and consumers of goods and service.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students demonstrate an understanding that production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.
Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may compare and contrast how local industries made an impact and may impact the world (steel, medical advances.)
Students explain how nations throughout the world have joined with one another to promote economic development and growth	* Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere. Students understand that industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States * Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere. * Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students know concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the United States, Canada and Latin

		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students understand that as the economic systems of the global community have become more interdependent. Decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.
		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students demonstrate an understanding that production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how local industries made an impact and may impact the world (steel, medical advances.)
	Students organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data.	* Concept/Themes (Representation, Technology) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how the standards of living in the Western Hemisphere have been affected by changing science and technology.
	Students evaluate economic data by differentiating fact from opinion and identifying frames of reference.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems Students will compare economic allocations at a national level * Concept/Themes (Representation, Identity) * Citizenship and Civil Life * Economic System * Human Systems Students will explain allocation of economic resources in their own lives

Students develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

- * Concept/Themes (Representation, Technology)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems

Students may compare and contrast how the standards of living in the Western Hemisphere have been affected by changing science and

Students present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.

- * Concept/Themes (Representation, Technology)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems

Students report on the similarities and differences of the standards of living in

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

Performance Indicators

Core Curriculum

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law

Students analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs

- * Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)
- * Citizenship and Civil Life
- * Civic Values
- * Human Systems
- * Places and Regions

Students will compare and contrast the independence movements in Latin

- * Concept/Themes (Government, Representation, Democracy, Freedoms, Human Rights, Rights)
- * Citizenship and Civil Life
- * Civic Values
- * Human Systems

Students will use concepts such as civic life, politics and government to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power

Students consider the nature and evolution of constitutional democracies.

- * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)
- * Citizenship and Civil Life
- * Civic Values
- * Human Systems
- * Places and Regions

Students will compare and contrast the evolution of the United States Constitution to those of Latin American countries.

Students may write biographical sketches of Latin American liberators (Simon Bolivar, etc.)

	Students explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens.	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students may compare the right of citizens in the United States to the rights of citizens in an Latin American
	Students analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students may review the three * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast the constitutions of Canada, the US and various Latin
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students understand how civic values reflected in the United States and New York State Constitutions have been implemented through laws and practices	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will apply the terms justice, honesty, self discipline, due process, equality, majority rule etc, and apply the terms to a constitution of a Latin Students may participate in composing a list of classroom rules. * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast human rights in the Western Hemisphere (newspapers
	Students understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution	* Concept/Themes (Constitution, Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)

		rights, rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students may compare the Constitution with the following documents to further their understanding of our democratic system: New York Constitution, Mayflower Compact, Declaration of Independence, Articles of Confederation, and Bill of Rights.
	Students define federalism and describe the powers granted the national and state governments by the United States Constitution.	Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems In a group activity students may compare and contrast the three branches of government in local, state
	Students value the principles, ideals, and the core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will apply the terms justice, honesty, self discipline, due process, equality, majority rule etc, and apply the terms to a constitution of a Latin
	Students understand how the United States and the New York State Constitutions support majority rule but also protect the rights of the minority	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will demonstrate an understanding of due process, majority rule and minority rights and will investigate how these words are applied in the New York State and U.S. * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast human rights in the Western Hemisphere (newspapers
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time.	* Concept/Themes (Democracy, Freedoms, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions

	Students understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities. Students discuss the role of an informed citizen in today's changing world. Students explain how Americans are citizens of their states and the United States.	Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.). Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.) * Concept/Themes (Identity, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values Students may participate in community service activities such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school. * Concept/Themes (Identity, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values Students hold elections for class president
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.	* Concept/Themes (Government, Empathy, Rights, Debate Format) * Citizenship and Civic Life * Civic Values Students will work in groups to solve issues
	Students explain the role civility plays in promoting effective citizenship in preserving democracy Students participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems	Students study controversial historical figures (Che Guevara. etc) * Concept/Themes (Government, Empathy, Rights, Debate Format) * Citizenship and Civic Life * Civic Values Students take a community issue (such as unemployment), choose opposing arguments and hold a formal class room debate on the topic.

Grade 5: The United States, Canada, and Latin America

Content Understanding

The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. When appropriate, the grade 5 program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources, consult *Social Studies Program: Grade 5* (New York State Education Department, 1987).

History of the United States, Canada, and Latin America

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.

Different people living in the Western Hemisphere may view the same event or issue from different perspectives.

The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.

Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.

Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include:

- 18th-century exploration and encounter;
- 19th-century westward migration and expansion;
- 20th-century population movement from rural to suburban areas.

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.

Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

Geography of the United States, Canada, and Latin America

Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.

Political boundaries change over time and place.

Different geological processes shaped the physical environments of the United States, Canada, and Latin America.

The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, place, regions, physical settings (including natural resources), human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.

The physical and human characteristics of places in the United States, Canada, and Latin America today.

Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America today.

The characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America.

Human actions modify the physical environments of the United States, Canada, and Latin America.

The economies of the United States, Canada, and Latin American nations

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America.

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.

The nations of North, Central, and South America depend on one another for various resources & products.

Production, distribution, exchange, and consumption of goods and services are economic decisions which nations of North and South America must make.

Science and technology have influenced the standard of living in nations in North, Central, and South America. Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and sub-Saharan Africa have changed life in these regions.

Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.

As the economic systems of the global community have become more interdependent, decisions made in one country or region in the Western Hemisphere have implications for all nations or regions.

The governments of the United States, Canada, and Latin American nations

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding authority, governance, and law.

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.

The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.

The roles of citizenship are defined by different constitutions in the Western Hemisphere.

Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.

Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power.

(Adapted from: Civics Framework for the 1998 NAEP, p. 19) .

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.

Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: Lincoln's Birthday, Washington's Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, and Conservation Day.

International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

Curriculum Framework

Subject Area: Physical Education **Grade Level (Please specify):** K-2

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide examples of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and	1a: perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. (1,	- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area - develop physical fitness skills through	Team Sports Tournaments		

maintain personal health.	P) 1b: design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition. (I, P)	regular practice, effort, and perseverance • demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement • understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition • demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness • understand the relationship between physical activity and individual well being		

Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	2a: demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (I, P) 2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. (I, P)	• contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities • come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment • work constructively with others to accomplish a variety of goals and tasks • know how injuries from physical activity can be prevented or treated • demonstrate care, consideration, and respect of self and others during physical activity	Team Sports Tournaments		

Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.	3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity. (I, P) 3b: be informed consumers and be able to evaluate facilities and programs.(I, P) 3c: be aware of some career options in the field of physical fitness and sports. (I, P)	• know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time • become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment • demonstrate the ability to apply the decision making process to physical activity	Team Sports Tournaments	

Curriculum Framework

Subject Area: Visual Arts **Grade Level (Please specify):** K-2

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	New York State Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	When and in what order will the standards be taught and assessed?
			Provide examples of the types of materials or programs to be used to support instruction in the content area	

Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. (I, P) Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. (I, P) Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. (I, P)	• experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences • develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events • understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas • reveal through their own art work understanding of how art mediums and techniques influence their creative decisions • identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works	Student-Produced Artwork	

Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.	Students will know and use a variety of visual arts materials, techniques, and processes. (I, P) Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). (I, P) Students will be aware of vocational options available in the visual arts. (I, P)	• understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent • develop skills with electronic media as a means of expressing visual ideas • know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art • give examples of adults who make their living in the arts professions	Student-Produced Artwork		

Standard 3: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. (I, P) Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. (I, P) Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. (I, P)	• explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses • explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works • explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) • explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.)	Student-Produced Artwork		

Standard 4: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. (I, P) Students will explore art to understand the social, cultural, and environmental dimensions of human society. (I, P)	• look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures • look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics • create art works that show the influence of a particular culture	Student-Produced Artwork		

Curriculum Framework

Subject Area: Chess **Grade Level (Please specify):** K-2

<i>Required</i>	<i>Required</i>	<i>Required</i>	<i>Required</i>	<i>Optional</i>	<i>Optional</i>
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide examples of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
1. Students will learn the basic vocabulary for playing chess	1.1 Students will be able to define basic vocabulary words (checkmate, various chess pieces, etc) (I/P)		Chess Tournaments		
2. Students will learn	2.1 Students will be able	●	Chess Tournaments		

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
basic strategy for playing chess	to play a simple game of chess, with assistance (I/P) 2.2 Students will be able to apply the rules of the game (I/P)				
3. Students will learn to plan their actions	3.1 Students will be able to think about the next move(s) before taking their turn (I/P)		Chess Tournaments		
4. Students will learn the meaning of good sportsmanship	4.1. Students will be able to lose and win graciously (I/P)		Chess Tournaments		

10. Curriculum

(c) Curriculum Implementation Work Plan

Provide a detailed work plan to demonstrate how the applicant team would use the curriculum framework included as Attachment 10(b) to develop the tools that teachers would use to implement the curriculum. At a minimum, your response to this request should include a specific timeline for implementation, identify all key tasks, the personnel that would either lead or participate in the process, and explain the outcome (for example, curriculum maps, scopes and sequence, instructional handbooks, etc.) of the implementation work plan from potential charter approval to start-up.

The first years of a new charter school can be daunting as the principal and other school leaders seek to recruit the best educators, implement and refine the best curriculum, and efficiently run the non-instructional operations of the school. The Success Charter Network is equipped to tackle all of the operations behind the start up of a school so that the school leaders can focus solely on teaching and student learning. Leaders will also benefit from the support of the successful leaders at the other Success Academies.

The SCN academic curriculum is collaboratively designed and implemented by the Director of Instruction, Director of Literacy, Instructional Development staff, school leaders and other instructional experts. In addition, because all Success Academies have the same curriculum, the schools are able to share best practices and resources.

Curriculum Support

The SCN team partners with school leaders to provide extensive guidance and resources to faculty. They create a system of challenging goals and specific unit and lesson objectives—planned backwards from accountability goals—particularly in core subject areas of math, literacy, and writing. This is paired with strong, standards- and vertically-aligned assessments designed to gauge teaching effectiveness and ensure a constant stream of data on student master of skills and objectives.

Instructional support staff, such as the Director of Instruction, Director of Literacy and the Instructional Development team, provides curriculum maps, scope and sequences, calendars, templates, rubrics and all necessary materials to ensure that all teachers are well prepared. These materials are presented and utilized during Faculty Orientation and professional development sessions.

SCN has from day one systematically documented its curriculum to ease the implementation of the Success school model in future charter schools. All materials, including year long scope and sequences, unit overviews, lessons, video models, and general resources can be found on the networked share drive.

SCN also partners with leaders to provide an extensive program of both network-wide and school-based professional development. This includes ongoing professional development and training prior to the launch of each unit and to track student progress against end of unit benchmarks and end of semester benchmarks. This generally occurs during the weekly

professional development time scheduled for each Wednesday afternoon. A more in-depth discussion of the professional development program can be found in Attachment 15.

The Director of Instruction, Director of Literacy and other instructional coaches make regular on-site visits to engage in the same activities, support the Lead Teacher/facilitator, and discuss with teacher teams how to use data and a basic problem-solving model to inform and improve instruction and properly group and accelerate students and create a plan of action for struggling students. This team will present workshops on topics appropriate to the school's needs. Coaches will use professionally developed videos, modeling and interactive sessions to present topics such as strategies for teaching English Language Learners, proactive behavior management, teaching particular reading strategies, or parent involvement.

As mentioned in our policies and strategies for serving students with disabilities and those scholars who are English Language Learners, general education faculty will be given professional development in properly identifying students they suspect may need an IEP or who may be ELL, and other topics including blended programming, co-teaching models and consultant teaching models.

Faculty Orientation

Before the first day of school, all SCN staff members go through an extensive orientation period with specialized training sessions targeted to the needs of the SCN teacher. To ensure all teachers are set up for success, SCN provides an additional week of training for all new teachers. During this weeklong period, teachers undergo training focused on:

- Classroom management
- Professionalism
- School Culture and Values
- Foundations of the SCN Instructional Model

This new teacher training is followed by a three-week orientation period where teachers delve deeper into SCN academics, policies and culture. Teachers undergo training in specialized tracks tailored to their needs, which include, but are not limited to:

- Instructional Components of the SCN THINK Literacy, SFA and Math Programs
- Parent Communication and Involvement
- Building School Culture
- Technology
- SCN Policies and Procedures

Weekly PD and Full PD Days

During the school year, teachers and school leaders have professional development activities on Wednesdays from about 2:30 until 5:00. Additionally, there are eight Professional Development days each year, which allow teachers to spend a full day in school, engaged in Professional Development activities and workshops.

SCN professional development session topics and trainings are determined by school leaders, the Director of Instruction, Director of Literacy, and the Instructional Development staff. Each session is designed to address student achievement and teacher pedagogical needs. Sessions are led by school leaders who receive targeted training of their own from the

Instructional Development and Literacy teams at summer training, Leader Summit, and throughout the year during regular Leader Study Groups led by the Director of Literacy and the Director of Instruction.

While homeroom teachers meet for training focused on Curriculum Components, Specials and Science teachers attend team meetings and trainings led by appointed Specials Team Leaders and plan for upcoming lessons and school events.

To ensure that the needs of novice, returning and veteran teachers are met, professional development sessions are often differentiated into tracks for teachers based on their levels of proficiency. Teachers are either assigned to sessions based on school leader discretion or elect to participate in sessions tailored to their particular needs.

Weekly professional development allows teachers to spend time delving into the unit overviews and unit materials provided by the Director of Instruction, Director of Literacy and Instructional Development staff. Leaders present the new units, lessons, and resources to teachers in network-wide professional development sessions and then follow up at grade team implementation meetings.

10. Curriculum

(d) Sample Unit Plans

Provide at least one sample unit plan for mathematics and one sample unit plan for English language arts for one of the grades that you intend to offer in the first year of operation. These unit plans should minimally include relevant Common Core and other applicable standards, suggested pacing, instructional strategies, methods of assessment, instructional materials identified in other parts of the proposal, and should be consistent with any unique aspects of the proposed educational model or design.

On the pages that follow please see:

- SCN Kindergarten Reading Unit 1: Emergent Storybook
- SCN 1st Grade Writing Unit 3: Writing for an Audience and Writing for Readers
- SCN Kindergarten Math Unit 6: Combinations

1st Grade Writing Unit 3

Writing for An Audience and Writing for Readers

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Unit Goals:

- Scholars will come up with meaningful topics for stories and big ideas they want to show.
- Scholars will write small moment stories around a central idea.
- Scholars will add details to their stories to show a central idea.
- Scholars will write precisely and accurately so that others can easily read their writing.

Parts of the Unit:

PT I: Writers start with a big idea and plan our stories to show that idea.

PT II: Writers add details to our stories that connect to our big idea.

PT III: Writers write for an audience by making our writing easy for others to read.

PT IV: Writers choose, revise, edit, and publish.

Common Core Standards Addressed in this Unit:

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Setting up for this Unit:

- This unit is about writing for an audience. Specifically, this unit teaches scholars to:
 - 1) Choose compelling ideas.
 - 2) Writing to create mind movies for our readers by bringing out the important details of the narrative.
 - 3) Write precisely and accurately using correct conventions.
- It is critical that during part three of this unit, which focuses on conventions and mechanics, that your model writing continues to be at an incredibly high level in order to keep all you have taught in parts one and two top of mind.
- During this unit scholars will continue to write small moment stories, this time beginning with the idea they want to develop or show. **Throughout this unit scholars should continue to write their big idea on the first page of their booklet to keep it front and center as they write. Scholars should do this for each story, after the lesson that teaches them to do so, even though it is not explicitly mentioned in each individual lesson.**
- At the beginning of this unit, scholars will write for a minimum of 20 focused minutes. By the end of this unit, they will write for a minimum of 25-30 minutes. The benchmark for November 15th is 25 minutes of focused independent writing for all scholars.
- Scholars will continue to write in 3-page booklets during this unit, but the paper choice changes to include more lines, and less space for a picture.
- Add loose paper to your writing center in all varieties of paper choices so that scholars are able to add onto a piece as needed.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

- **Scholars will continue to write 2-3 pages per day.** Writing should be continuous; as soon as scholars finish one piece, they should get more paper and begin another.
- More sophisticated writers will stay with stories longer, adding on pages, and revising as they do. Less sophisticated writers will write more individual small moment stories during this unit.
- Each day scholars may add onto a piece, begin a new one, or a combination of both. If the “try” portion of the mini-lesson sets scholars up to revise/add onto a piece in a specific way, be sure scholars move onto revising another piece, continue adding onto the piece they used during the try, or begin a new piece. This will ensure volume, as well as ensure that scholars have multiple opportunities to practice the teaching point. Scholars will not internalize the teaching point if they just try it one time in one piece.
- Mini-lesson teaching points are cumulative. This means that even though your model writing, and scholar writing should clearly demonstrate the teaching point, the expectation is that both also demonstrate the repertoire of teaching points you have taught previously in this (and past) units.
- During this unit, continue to use your own writing folder, which will look like the folders scholars use. Inside will be the pieces you use to demonstrate in mini-lessons and small groups. Be sure to save the pieces you use to model with throughout the unit. Always show scholars your model writing using the ELMO.
- Throughout the unit you will notice many lessons include the mid-workshop teach and the share. These may be changed based on the needs and strengths of your scholars. You may use this time to: reinforce the teaching point of the mini-lesson, share scholars’ work, reinforce a former teaching point, expand on a skill, etc. You will often do more than one mid-workshop teach on a given day.
- During this unit, assign scholars to long term writing partnerships. They should sit next to this person during the mini-lesson and share, and meet with them whenever a specific lesson calls for partnership work.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

- During Part 3 of this unit, scholars will edit their work each day using a daily editing checklist (see *anchor charts* below). This should take approximately 3 minutes per day. It should never take more than 5 minutes, as this will cut into writing time.
- Throughout the unit, continue to use the chart below to demonstrate where scholars are in the writing process. Prior to starting the unit, post the following chart and move the clothespin along the continuum explicitly telling scholars where the class is in the writing process. This will help them internalize the process they follow during each unit.

Collect	Choose	Revise	Edit	Publish & Celebrate

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Components of THINK Literacy that support this unit:

Read Aloud

- *Personal Narrative/Small Moment Stories*
- *Mentor Texts:*
 - *My Best Friend*
 - *Across the Alley*
 - *Other titles from Unit 3 Read Aloud List*

Shared Writing/Oral Storytelling

- **Continue to dedicate 5 minutes per day to oral storytelling**
 - This can come directly before the writing workshop or at another time of day (after lunch is a great time to do this because scholars have a lot to say).
 - Scholars should work with their writing partners during this time.

Option 1: Retell a shared story

- Retell a shared small moment. Example: When you first entered your new classroom as a class.
- Scholars practice telling the same story with partners.
- Repeat across 2-3 days, each time adding more detail (i.e. dialogue, feelings, thinking, descriptive language, etc.). You may use the following prompts to scaffold scholars:
 - “Tell it again with dialogue.”
 - “Tell it again, but this time show rather than tell how you were feeling.”
 - “Tell it again, but this time describe the setting.”
 - “Tell it again, but this time start the story with the action instead of with dialogue.”

**Class stories can be recorded during shared writing and used for the “try” portion of mini-lessons.

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Option 2: Scholars tell their own stories.

- Scholars “pull a story out of their pockets” and tell their own stories to partners.
 - Scholars should tell the same stories more than once, revising and adding details as they go to bring out their central idea.
- In addition to telling and writing shared stories to be used during the “try” portion of mini-lessons, use shared writing time to reread mentor texts like readers. See “*things to notice as you read like writers*” in *read aloud section above*.
- Create a mentor text chart that keeps track of what you notice. The chart should be structured as follows:
- What we noticed/Where we noticed it/Examples/Why writers use it.***

Assessment:

- Scholar writing
- Notes from strategy lessons

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Suggestions for Small Group Work:

Ideas

- Generating meaningful topics for writing.
- Identifying your central idea.
- Showing a central idea.

Structure

- Writing 2-3 pages per day.
- Planning stories with beginnings, middles, and ends.
- Rehearsing/planning using quick sketch.
- Focusing on a small moment (not bed-to-bed).
- Zooming in on the most important part.
- Showing events unfold with micro-actions.
- Writing and engaging beginning.
- Writing an ending that shows the central idea.

Details

- Stretching out the story bit-by-bit rather than summarizing.
- Including setting.
- Including dialogue.
- Vivid/Descriptive language.
- Showing rather than telling feelings.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

- Internal thinking.
- Developing important parts.
- Choosing details that show the central idea.

Conventions

- Monitoring for sense: re-reading often to make sure writing is clear.
- Ending punctuation.
- Correct use of capitalization.
- Spelling word wall words correctly.
- Subject/Verb agreement.
- Writing with a consistent verb tense.

Anchor Charts

Charts should be made in front of and with scholars. They should be added to during the mini-lessons, the mid-workshop teach, and the share. Charts should include visuals as well as words when appropriate. Listed below are the charts you will make throughout this unit. Parts of the Writing Workshop:

- *Writers write stories to show big ideas.*
- *Writers show important details in our stories* (You may instead choose to add to *Writer’s Toolbox* chart from the previous unit).
- *Daily Editing Checklist.*
- *Writers revise our stories by* (this chart can be added to from the previous unit).

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Unit 3	Writing for An Audience and Writing For Readers	
Part 1	Writers start with a big idea and plan our stories to show that idea	
PT 1/TP 1	Writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.	13
PT 1/TP 2	Writers get ideas for stories by choosing topics that give us big strong feelings. Then we ask ourselves, “What idea am I trying to show?”	16
PT 1/TP 3	Writers plan our stories by sketching across three pages. Then we check that each sketch connects to the big idea we are trying to show.	18
Part 2	Writers add details to our stories that connect to our big idea	
PT 2/TP 1	Writers help our readers make a mind movie by showing the setting throughout the story.	21
PT 2/TP 2	Writers add dialogue to our stories by imagining our stories like a movie, and writing what people said to each other.	23
PT 2/TP 2	Writing partners help each other add realistic dialogue by acting out scenes from each other’s stories.	25
PT 2/TP 3	Writers help our readers make mind movies by breaking actions into smaller steps.	27
PT 2/TP 4	Writers bring our stories to life by choosing juicy, precise words.	29
PT 2/TP 5	Writers show, not tell feelings by describing what the feeling looks like on our face and body.	31
PT 2/TP 6	Writers bring out the inside story by showing what we were thinking.	33
PT 2/TP 7	Writing partners help each other improve our writing by complimenting one thing we did to show our big idea, and suggesting one thing we should try.	35

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Part 3	Writers write for an audience by making our writing easy for others to read	
PT 3/TP 1	Writers write complete, clear sentences by using ending punctuation and capitalizing the first letter of the sentence.	37
PT 3/TP 2	In addition to beginning sentences with capital letters, writers use capital letters for specific names and places. These are called proper nouns.	39
PT 3/TP 3	Writers make sure our writing makes sense by stopping often, rereading, and asking themselves, “Does this make sense?”	41
PT 3/TP 4	Writers write words wall words in a snap by taking a mental picture and writing the whole word.	42
PT 3/TP 5	When writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn’t miss any.	44
PT 3/TP 6	Writers punctuate dialogue correctly by using quotation marks.	46
PT 3/TP 7	Writing partners become writing coaches by helping each other find places that don’t look right, sound right, or make sense.	48
Part 4	Writers Choose a piece to revise, edit, and publish	
PT 4/TP 1	Writers choose a piece to revise, edit and publish, by rereading all of their stories and deciding which piece they are most proud of.	50
PT 4/TP 2	Writers revise our writing by adding details to an important part that show our big idea.	52
PT 4/TP 3	Writers revise our small moment stories by acting them out and then adding the tiny details they left out the first time.	54
PT 4/TP 4	Writers edit their writing by using their editing checklist and doing multiple reads.	55
PT 5/TP 5	Writers choose a title for their piece that shows their big idea.	57
PT 6/TP 6	Writers get ready to publish by making a title page and adding color.	59

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

1. Scholars have cleaned out writing folders.
2. Writers create new “Heart Maps” for this unit (of ideas, people, things that are important to them).
3. Add teaching point to chart: *Writers write stories to show big ideas.*

PT 1/TP 1	Writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.
Connection Capture scholars’ attention.	<i>During our last writing unit, Small Moments, you did fantastic work writing stories from your lives, showing your stories unfold bit-by-bit to make a movie in the mind of your readers. We will continue to do this in our new unit, “Writing for an Audience”. When we write for an audience, or for our readers, there are 2 things we must do. 1. Write interesting stories that hook our readers and make them want to keep readings 2. Write clearly, neatly and carefully so that our audience is able to understand our ideas. During this unit we are first going to work on writing compelling stories with interesting details. Then we will focus on writing with correct conventions like capital letters, and punctuation, and quotation marks to ensure others can easily read and understand our stories.</i> <i>During Read Aloud and Guided Reading we often talk about how our books have main ideas, or an idea the author is trying to show. For example, in <u>My Best Friend</u>, Mary Ann Rodman shows us that Lily is so focused on Tamika being her best friend that she almost misses out on being best friends with Keesha. Mary Ann Rodman planned and wrote her story around this big idea. She did this by choosing an important topic (friendship) and then thinking about what she wanted to show.</i> <i>Today I am going to teach you that writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.</i> Refer to your anchor chart

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Teach Teach ONE thing by demonstrating.	<i>Watch me as I find an idea for a story by thinking of a topic that matters to me, and the big idea I am trying to show.</i> Think aloud about a topic that matters to you. This may be a person, a place, an object, or something you love doing. Look at your writing folder or your heart map to help you. For example: <i>Scholars, a topic that really has become important to me is running. Every morning, as the sun comes up I run by myself across the Brooklyn Bridge, and this has become one of the most special parts of my day. So, now I need to think about the idea I want to show. Hmmm, that's harder. I need to think for a moment. Well I guess one idea I could show is that I love running, but I don't think that's all. I think there is more to it than that. Maybe I should think about <u>why</u> I love to run in the morning. That's easy. I love to run in the morning because it is quiet, and peaceful, and I am alone with my own thoughts. Also the sun is so beautiful when it rises like a big orange ball of fire over the river. The rest of my morning is so quick and hectic. So then, the idea I want to show is that running each morning is precious to me because it's incredibly quiet and peaceful. Jot this idea on the top of the first page of your booklet. I am going to jot my idea here so that as I write my small moment, I can make sure my story shows my idea.</i> Quickly sketch on each page as you story tell angling your sketches and your small moment to show your idea. For example: <u>Page 1</u>: Sketch yourself leaving your building wearing your running sneakers and say: <i>My sneakers hit the pavement and I began to run through the dark streets toward the river. With each step, I became a little more awake. I could hear the birds singing their early morning songs. Other than that, everything was quiet. The whole city is asleep except for me, I thought.</i> Continue to sketch and story-tell on pages 2 and 3. <i>Did you see how I found an idea for writing by thinking of a topic that mattered to me, and the big idea I am trying to show?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn to try; you're going to find ideas for writing by thinking of a topic that matters to you, and the big idea you are trying to show.</i> <i>First, think of a topic that matters to you. You can use your writing folder or heart map to help you, like I did. When you've got it, hold it up. Now think of the idea you want to show about that topic. This is more challenging, so take a moment or two to think quietly. As scholars think, quietly coach individual scholars to articulate a big idea.</i> <i>Got your idea at the top of your first page like I did. Now turn and tell your partner the idea you are going to show.</i> <i>Share a few examples of big ideas scholars have written.</i> <i>Great, now whisper into your hand as you story-tell each part of your story. You can touch each page as you story-tell.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on, remember that writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.</i>

Mid-Workshop Teaching: Have scholars stop and reread what they wrote so far and check that each part shows their big idea.

Share: Share examples of scholar work that show big ideas.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to anchor chart *Writers write stories to show big ideas.*

PT 1/ TP 2	Writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, “what idea am I trying to show?”
Connection Capture scholars’ attention.	<i>Yesterday we wrote our small moment stories thinking about the ideas we wanted to show. We will continue with this work today.</i> <i>Many of our favorite books by published authors are powerful at least in part because they evoke strong feelings in us, the reader. For example, when we read <u>Across the Ally</u>, by Richard Michelson, we can feel the narrator’s hope and fear as he steps up to the pitchers mound to throw his first pitch. We also felt incredibly angry when the people in the temple move away when Willie and his father sit down. The strong feelings these stories evoke help lead us to understand the idea the author is trying to show. For example, in <u>Across the Ally</u>, both of these parts help us understand how in this story the two boys were able to overshadow racism and stereotypes through their friendship and talents.</i> Writers, today I’m going to teach you that writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, “what idea am I trying to show?”
Teach Teach ONE thing by demonstrating.	Watch what I do to choose an idea for a story that gives me a big, strong, feeling. Then I will ask myself, “what idea am I trying to show?” Model choosing a topic for writing that evokes a strong feeling (for you). Then ask and answer the question, “<i>what idea am I trying to show?</i>” Write your big idea at the top of the first page of your booklet as you did yesterday. Quickly sketch on each page of your booklet as you story-tell planning your small moment. For this lesson, have your small moment prewritten. Display it using the ELMO and read it to scholars

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	so they have a model of what they are aiming for. <i>Scholars did you see how I got an idea for a story by choosing a topic that gives me a big, strong feeling? Then I asked myself, "what idea am I trying to show?"</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You're going to get an idea for a story by choosing a topic that gives you a big, strong feeling. Then you will ask yourself, "what idea am I trying to show?"</i> Prompt scholars to think of a topic for writing that evokes a strong feeling for them. They can use their writing folder or heart map if they need assistance. After choosing a topic, scholars write the idea they want to show at the top of page one, like they did yesterday. Then prompt scholars to turn and tell their partner the big idea they want to show.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on remember that writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, "what idea am I trying to show?"</i> <i>The first thing you will do today is meet with your writing partner at your table stops to plan how your story will go. You will take turns touching each page and story-telling your small moments bit-by-bit.</i>

Mid-Workshop Teaching: 1) Highlight examples of scholars who have stretched out their moment bit-by-bit.

2) Prompt scholars to stop after each page and reread to make sure they are showing their idea.

Share: Share examples of scholar work that are focused, small moments that evoke big, strong feelings, and show big ideas.

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Before this lesson:

Add teaching point to the chart *Writers write stories to show big ideas.*

PT 1/ TP 3	Writers plan our stories by sketching across three pages. Then we check that each sketch connects to the big idea we are trying to show.
Connection Capture scholars' attention.	<i>Writers, just like published authors, we have been writing small moment stories around important ideas we want to show.</i> <i>Today I want to teach you that when we sketch quickly across 3 pages, this doesn't just help us remember how our story goes, it also helps us to hold onto our important idea and make sure we are carrying across all of the pages of our story.</i> Today I'm going to teach you that writers plan our stories by sketching across three pages. Then we check that each sketch connects to the big idea we are trying to show. Watch what I do; I am going to plan my story by sketching across three pages. Then I will check that each sketch connects to the big idea I am trying to show.
Teach Teach ONE thing by demonstrating.	Model choosing a topic for writing and identifying the idea you want to show. Example: <i>Topic: Taking my niece on the Central Park Carousel</i> <i>Idea: It was meaningful for me to take my niece to my happiest place from my childhood.</i> Plot your big idea on the top of the first page, as you have done during previous lessons. As you sketch across 3 pages, think aloud about connecting each sketch to your idea to make sure you are carrying it across the 3 pages. Example: <i>Hmmm, the idea I am trying to show is that it was incredibly special for me to take Maya to the place I loved the most when I was her age. I am going to make sure to include the biggest, highest horse in my sketch on the first page because this is something I loved the most, and Maya loves too. Then I can remember to write "When the music started, I helped Maya climb atop the biggest, tallest horse, just like I</i>

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	<i>had loved to do when I was a little girl..."</i> Scholars did you see how I planned my story by sketching across three pages? Then I checked that each sketch connected to the big idea I was trying to show.
Try Scholars must participate and practice to learn.	Now it's your turn to try. You're going to plan your story by sketching across three pages. Then you will check that each sketch connects to the big idea you are trying to show. Prompt scholars to think of 1) A topic for writing 2) The idea they want to show. They should write this idea at the top of their first page, then turn and share their topic, and the idea they will show with their writing partners. Now scholars, right on the rug you are going to quickly sketch across 3 pages as you always do. But this time, be sure to include important events in each sketch that connect to the idea you want to show. Give scholars about 30 second to sketch on each page. Turn and tell your partner 3 things you included in your sketches that connect to the idea you want to show.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	Scholars, today and from now on we will plan our stories by sketching across three pages. Then we will check that each sketch connects to the big idea we are trying to show. Then, before you begin writing you will meet with your partner at your table spots and use your sketch to story-tell the moment bit-by-bit. As you do, make sure you can see your small moment in your mind like a movie, and your partner can, too.

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Mid-Workshop Teaching: 1) Highlight examples of scholars who used their quick sketches to hold onto their big idea as they wrote.
2) Prompt scholars to stop after each page and reread to make sure they are showing their idea.

Share: Share examples of scholar work that are focused small moments that show an idea. Prompt other scholars to turn and talk about the main idea of the story.

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Before this lesson:

Add teaching point to anchor chart: *Writers include important details in our stories*

PT 2/ TP 1	Writers help our readers make a mind movie by showing the setting throughout the story
Connection Capture scholars' attention.	<i>Writers, during the last unit we learned that writers can draw our readers into our stories by describing the setting. But great writers don't just describe the time and place on the first page; we show it throughout our stories. This allows our reader to constantly envision exactly when and where the action is happening, and to see, hear, smell and feel along with our characters.</i> <i>Richard Michelson does this in <u>Across the Alley</u>.</i> Read a few examples from <u>Across the Alley</u> that show how the author shows the setting throughout the story. Today I am going to teach you that writers help our readers make a mind movie by showing the setting throughout the story.
Teach Teach ONE thing by demonstrating.	Watch what I do, I am going to help my readers make a mind movie by showing the setting throughout the story. Go back to a small moment you have previously written. Setting should be on the first page only. Reread your small moment aloud. Then, go page-by-page, closing your eyes to make a mental movie of your story, and adding multisensory details that show the setting. Rather than stating the setting "It was cold," show it: "I pulled my jacket more tightly around me as I shivered against the wind." Writers, did you see how I helped my readers make a mind movie by showing the setting throughout the story? Now it's your turn to try. You are going to help your readers make a mind movie by showing the setting throughout the story.
Try Scholars must participate and practice to learn.	Scholars reread the story they brought to the rug. Then they put a small post-it on two places where they will show the setting (beyond the first page). Coach scholars to make a mind movie of their

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	story to really see, smell, hear, and feel details about the setting. <i>Turn and tell your partner how you will show the setting throughout your story. Tell your partner the exact words you will write.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on remember that writers help our readers make a mind movie by showing the setting throughout the story.</i>

Mid-Workshop Teaching: Remind scholars that they can make a mind movie to help them remember details about the setting and to help them show the setting to their readers. Have scholars re-read their writing to see if they can describe the setting in more detail.

Share: Share examples of scholar writing that showed the setting beyond naming time and place.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 2	Writers add dialogue to our stories by imagining our stories like a movie, and writing what people said to each other.
Connection Capture scholars' attention.	<i>Scholars, during the first part of this unit we learned that writers have an idea we are trying to show and we plan and write our stories in a way that conveys this idea to our readers.</i> <i>*Show an example from a published book, or scholar work.</i> <i>One way that writers convey our big idea to our readers is by including important details that show this idea. During this part of our unit, we are going to focus on including important details as we write our small moment stories just like our favorite authors do.</i> <i>When we read <u>My Best Friend</u> by Mary Ann Rodman, we notice that she uses dialogue to help us understand how badly Lily wants to be friends with Tamika. For example, (show this page of <u>My Best Friend</u>, on the ELMO) when Lily calls "Tamika, where are you?" as soon as she arrives at the pool, we know she cannot contain her excitement at seeing Tamika again.</i> <i>Today I'm going to teach you that writers add dialogue to our stories by imagining our stories like a movie, and writing what people said to each other.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do; I am going to add dialogue by imagining my story like a movie, and writing what people said to each other.</i> <i>Go back to a small moment story you have used previously to model. Reread and then think aloud about where you will add dialogue, and the idea you want the dialogue to show. Make a movie in your mind to remember what people said.</i> <i>For example: I want the dialogue on this page to show how excited Maya and I both were to be riding the carousel together. This will help my reader understand my main idea—how meaningful it was to be sharing with my niece one of the happiest things from my own childhood.</i> Add dialogue to your story in front of scholars, using the ELMO so they can see how you punctuate it

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	correctly. If there is room on the paper, use an asterisk to add it below. If there is not room, add the dialogue on a big post-it. <i>Did you notice how I added dialogue to my story by imagining my story like a movie, and writing what people said to each other?</i> <i>Now it's your turn to try. You're going to add dialogue to your story by imagining your story like a movie, and writing what people said to each other.</i>
Try Scholars must participate and practice to learn.	Have scholars reread the small moments they brought to the rug and the big idea they wrote at the top of the first page. Then scholars should choose one place they will add dialogue. Prompt them to go back to that part of the story, making a movie in their mind to remember the words people said. Have them write the dialogue they will add to this part into their story, or on a big post it if there is not room. Then prompt scholars to share their dialogue with their partner, as well as the idea that it shows.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Writers, today and from now on, remember that writers add dialogue to our stories by imagining the story like a movie and writing what people said to each other.</i>

Mid-Workshop Teaching: Challenge scholars to use words other than *said* in their writing. Instead, scholars should use more precise tags. Have these charted for scholars' reference. (For example, if a person said something loudly you might use *shouted, yelled, exclaimed, etc.*)

Share: Share examples of scholar work that uses dialogue and what that dialogue shows.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 3	Writing partners help each other add realistic dialogue by acting out scenes from each other's stories.
Connection Capture scholars' attention.	<i>Writers, yesterday we learned that dialogue can be a powerful tool in helping our readers to make mind movies of our stories, and helping our readers understand the main idea we are trying to show. The use of dialogue is most effective when it sounds the most realistic. That means, when it sounds like what people would actually say when they are talking.</i> Show an example from <i>My Best Friend</i>, by Mary Ann Rodman. <i>Sometimes it can be tricky, since many of our small moments happened a long time ago, to remember exactly what the people in our stories said. Our writing partner can help us with this.</i> Today I am going to teach you that writing partners can help each other add realistic dialogue by acting out a scene from each partner's story.
Teach Teach ONE thing by demonstrating.	Watch my partner and me help each other add realistic dialogue by acting out a scene from each partner's story. Reread a small moment you have previously written. Identify one scene where you will add dialogue, and what you want the dialogue to show. Using a co-teacher or a scholar as a writing partner, act out this scene (each of you playing the role of a character). Add the dialogue into your story. Writers, did you see how we helped each other add realistic dialogue by acting out a scene from each partner's story? Now it's your turn to try, you're going to help each other add realistic dialogue by acting out a scene from each partner's story.
Try Scholars must participate and practice to learn.	Go back to a shared small moment story. Reread with scholars. Identify the part of the story to which you will add dialogue together. Reread

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	just this page. 1) Prompt scholars to turn and talk about what the dialogue should convey (for example, how excited the class was during this part of the small moment). 2) Scholars act out the scene with their writing partners, each taking on the role of a character. 3) Have one partnership act out the scene for the class. (Choose a partnership whose dialogue sounded most realistic.) 4) Add dialogue into the small moment, based on what scholars said when they acted out the scene. Remind scholars of a shared moment they experienced together (a funny thing that happened at recess, the time a mouse ran across the room, etc). Using a large version of the scholar's writing booklets, have part of this story already written out, but missing dialogue. Have scholars practice acting out the story to help notice where you should add dialogue. Then, go back to your booklet and have scholars tell you where to put dialogue and what the characters should say.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Scholars, today and from now on work with a writing partner to help each other add realistic dialogue by acting out a scene from each partner's story.</i>

Mid-Workshop Teaching: After scholars have written for 10-15 minutes: *Put a post-it on one scene to which you want to add dialogue. In a moment you will get together with your writing partner and act out this scene. Then you will add this dialogue to your small moment. Then you will switch. After meeting with your writing partners, you will have time to continue writing independently.*

Share: Share examples of partnerships that successfully helped each other add realistic dialogue to small moment stories.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 4	Writers help our readers make mind moves by breaking actions into smaller steps.
Connection Capture scholars' attention.	<i>Scholars, yesterday our writing partners helped us use realistic dialogue to create mind movies for our readers.</i> <i>Another way to do this is to break actions into smaller steps so that we are showing what happened, rather than just telling it. Let me show you what I mean.</i> <i>In the scene from <u>Across the Alley</u>, Abe throws his first pitch at the baseball game, the author could have just written. I threw my first pitch and it went too high. But that's not edge-of-your-seat writing. Nor does it help us make a mind movie. Listen to what Richard Michelson wrote instead:</i> <i>Display this page on the ELMO.</i> <i>"I'm standing still, but my stomach feels like it's stuck riding the roller coaster. My first pitch flies over the batter's head. I stare down at my feet, but out of the corner of my eye I see Grandpa standing between Willie and Willie's daddy. They're all cheering me on.</i> <i>Michelson breaks the action of throwing the first pitch, and having it go too high into smaller steps so that we as readers can really picture the scene.</i> <i>We also want to be the kinds of writers who do this.</i> <i>So, today I'm going to teach you that writers help our readers make mind movies by breaking actions into smaller steps.</i>

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Teach Teach ONE thing by demonstrating.	<i>Watch me as I help my readers make mind movies by breaking actions into smaller steps.</i> Have your small moment already sketched. Use your sketches to quickly story tell. Then go back to one part and think aloud as you show this part unfold with micro actions rather than summary. Write in front of scholars. <i>Writers, did you see how I helped my readers make mind movies by breaking actions into smaller steps?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You are going to help your readers make mind movies by breaking actions into smaller steps.</i> Scholars take out the small moment story they brought to the rug. 1) Prompt scholars to summarize just the first page by listing big actions. Stress that this is not the way we want to write. 2) Scholars think for a moment about how they will show this page unfold using smaller steps. 3) Scholars write their first page, stretching it out with small actions. Share a few examples.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on remember that writers help our readers make mind movies by breaking actions into smaller steps.</i>

Mid-Workshop Teaching: Have scholars meet with their partners and reread their writing. Partners 1) Compliment a place where the writer has stretched out the scene using small actions. 2) Identify one place they lose their mind movie that the writers should further stretch out with small actions.

Share: Share examples of scholar work that demonstrates big actions being broken down into smaller steps.

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Before the lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 5	Writers bring our stories to life by choosing juicy, precise words.
Connection Capture scholars' attention.	<i>Writers, we've been working on bringing out the important details of our small moment stories, so that our readers are able to see our stories unfold like movies when they read them.</i> <i>Today I am going to show you another way writers do this.</i> Today I'm going to teach you that writers bring our stories to life by choosing juicy, precise words.
Teach Teach ONE thing by demonstrating.	Watch what I do. I'm going to bring my story to life by choosing juicy, precise words. Reread and model adding onto an existing small moment story. As you do, think aloud about choosing precise verbs and adjectives. For example, instead of writing, "I went outside," write, "I bounced outside" to show you were excited. Instead of writing "the pretty box" write "the small, delicate box." Writers, did you notice how I brought my story to life by choosing vivid, precise words?
Try Scholars must participate and practice to learn.	Now it's your turn to try. You're going to bring your story to life by choosing juicy, precise words. Reread the piece you brought to the rug today. Find 3 boring words you want to replace with vivid, precise ones. Write the words you will use instead on a post-it and put it over the original word you wrote.

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Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Writers, today and from now on, you're going to bring your story to life by choosing juicy, precise words.</i> <i>Using juicy, precise words is another way to create a movie in the minds of our readers.</i>

Mid-Workshop Teaching: Share examples of vivid, precise words scholars have used.

Share: Scholars write their favorite word that they used in their writing today on a post-it. Create a chart of vivid words, making one column for adjectives (describing words) and another for verbs (action words). This chart should stay up in the classroom for scholars to use during writing and whole-class conversation.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 6	Writers show-don't-tell feelings by describing what they look like on our face or body.
Connection Capture scholars' attention.	<i>Writers, in our last writing unit we learned that one way to create a mind movie for our readers is to show, not tell, feelings.</i> <i>For example, in <u>Across the Ally</u>, Richard Michelson could have just written, "I was so nervous," when Abe is telling the part of the story where he throws his first pitch. Instead he writes, "I'm standing still, but my stomach feels like it's stuck riding a the roller coaster." After Abe's first pitch isn't so great, Michelson could have just written, "I was embarrassed." Instead he writes, "I stare down at my feet..." In both cases, the author shows, rather than tells how Abe is feeling. As readers, this lets us really understand how Abe was feeling, and experience his emotions right along with him.</i> <i>So today I am going to teach you that writers show-don't-tell feelings. They do this by describing what the feeling looks like on their face or body.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show-don't-tell feelings, by describing what they look like on my face or body.</i> Go back to a story in which you have stated the feeling (ex. I was so nervous). Act out this feeling and think aloud about what it looks like on your face and body. Then write in front of scholars as you revise to show, not tell the feeling. <i>Did you notice how I showed rather than told feelings by describing what the feeling looks like on my face or body?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to show-not-tell feelings, by describing what they look like on your face or body.</i> Scholars take out the small moment story they brought with them to the rug and locate a place where they stated (told) a feeling. Then they act out how it looks on their face and body and then turn and write on a big, lined post-it how they will show the feeling. Then they turn and share what they will write with their partners. Share a few great examples.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write, you can show-don't-tell feelings by describing what they look like on your face or body.</i>

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 7	Writers bring out the “inside story” by showing what we were thinking.
Connection Capture scholars’ attention.	<i>Writers, we have been working on including dialogue in our stories so that our readers can picture them like a movie. Another way to bring our readers into the world of our story is to not just let them in on what happened or what we said or did (the outside story), but also let them in on what we were thinking (inside story).</i> <i>Let me show you what I mean: In her book, <u>My Best Friend</u>, Mary Ann Rodman writes so her story unfolds with a little bit of action (outside story) and a little bit of thinking (inside story). Then some more action (outside story) and a little more thinking (inside story).</i> <i>For example, (display page on ELMO) “I want to stick out my tongue at Shanice. Tamika, too. THINKING They laugh and laugh. They think it’s funny. ACTION I am not a baby! THINKING I am so mad, I jump into the pool. ACTION “You are a good diver,” says Keesha. ACTION Keesha is nice but she’s not Tamika. THINKING</i> As you say ACTION and THINKING, gesture a certain way for each, and prompt scholars to gesture with you. <i>Today I am going to teach you that writers bring out the “inside story” by showing what we were thinking.</i> <i>Then we write in a way so that our story unfolds with a little bit of outside story, a little bit of inside story, just like Mary Ann Rodman.</i> <i>Watch what I do, I’m going to bring out the inside story by showing what I was thinking.</i>
Teach Teach ONE thing by demonstrating.	Go back to a story you’ve already sketched. Quickly use the sketches to tell scholars how your small moment goes. Then go page by page and write in front of scholars alternating between action, (outside story) and thinking, (inside story). Prompt scholars to whisper and gesture (“ACTION...THINKING”) as you write. Incorporate dialogue and show feelings as well so that your model writing is cumulative of what

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	you've previously taught. <i>Did you notice how I brought out the inside story by showing what I was thinking?</i> <i>Then, I wrote so that my story unfolds with a little bit of outside story, a little bit of inside story, just like Mary Ann Rodman!</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You're going to bring out the inside story by showing what you were thinking.</i> <i>Take out your small moment story you brought to the rug that you've already sketched. Use your sketch to quickly remind yourself how your small moment goes.</i> <i>Now turn to your partner and story-tell the first page, making sure you tell a little bit of action (outside story), and then a little bit of thinking (inside story), then some more action (outside story), and some more thinking (inside story). As one partner story-tells, the other should gesture and whisper ("ACTION...THINKING).</i> Share 1-2 great examples.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on, whenever you're writing remember to bring out the inside story by showing what you were thinking.</i> <i>Be sure to write so that your story unfolds with little bit of action (outside story), and then a little bit of thinking (inside story), then some more action (outside story), and some more thinking (inside story).</i>

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PT 2/ TP 8	Writing partners help each other improve our writing by complimenting one thing we did to show our big idea, and suggesting one thing we should try.
Connection Capture scholars' attention.	<i>Writers, you know many ways to add important details to your writing. Review chart.</i> <i>Today you are going to get some coaching from your writing partner about which of these tools you can use to make your writing even better.</i> <i>Today I am going to teach you that writing partners can help us improve our writing by complimenting one thing we did to show our big idea, and suggesting one thing we should try.</i> <i>Watch me as my writing partner and I help each other improve our writing by complimenting one thing we did to show our big idea and something we should try.</i> Model reading a small moment story to your partner (a co-teacher or a scholar) and telling them your big idea. Hold the piece between you so your partner is able to see it. Your partner should compliment one way you've successfully added important details to your writing, and suggest one thing you should do to improve you writing. Your partner should give a specific example of where you should try it. Revise your story based on your partner's feedback. At every step your writing must be clearly visible to all scholars on the ELMO. <i>Writers did you see how my writing partner helped me improve my writing by complimenting one thing I did to show my big idea, and something I should try?</i>
Teach Teach ONE thing by demonstrating.	<i>Now it's your turn. You're going to be my writing partner and help me improve my writing by complimenting one thing I did to show my big idea and suggesting one thing I should try.</i> Display another small moment you've written on the ELMO. It should be familiar to scholars. Tell scholars they will be your partner. Read your small moment aloud as scholars follow along. Then prompt scholars to turn and tell their partners: 1) One thing you've done successfully to show your big idea. 2) One thing you should try, and where you should add it. Revise your small moment in front of scholars based on their feedback.
Try Scholars must participate and practice to learn.	

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Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Writers, today and from now on our writing partners can help us to improve our writing by complimenting one thing we did to show our big idea and suggesting one thing we should try.</i> <i>The first thing you will do today is meet with your writing partner to get their feedback. Then as you write independently you will incorporate your partner's suggestions.</i>

Mid-Workshop Teaching: Share examples of scholars who are revising based on their partner's feedback, or using their partner's feedback as they write a new story.

Share:

Share examples of helpful, specific feedback AND examples of scholars who used their partner's feedback to improve their writing.

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Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

PT 3/ TP 1	Writers write in complete, clear sentences by using correct ending punctuation and capitalizing the first letter of the sentence.
Connection Capture scholars' attention.	<i>Writers, during the first part of this unit we learned to write for our audience by 1) Writing our small moments to show interesting, meaningful ideas. 2) Making mind movies for our readers by writing so that our stories unfold bit by bit, showing important details. We will continue to do all of these things as we move into the next part of this unit.</i> <i>For the next couple of weeks, we will focus on another aspect of writing for our audience. We will make sure that our writing is clear, easy to read, and makes sense.</i> <i>Today I'm going to teach you that writers write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i> <i>This tells our readers exactly how to read our stories.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i> Quickly reread. Then, continue where you left off with the story you used to model yesterday. As you add to your story, remind scholars that you are going to focus on ending every sentence with a period, question mark, or exclamation point and starting every sentence with a capital letter. As you write, think aloud about your process for figuring out where a sentence ends and what type of punctuation you should use based on your meaning. <i>Did you notice how I wrote with complete, clear sentences by using ending punctuation and beginning sentences with capital letters?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i> Prompt scholars to take out the unfinished piece they brought to the rug. First, have scholars reread what they've written so far. Tell scholars they will add on to their stories, and that as they do, they will focus on using ending punctuation and beginning all sentences with a capital letter. Give scholars enough time to write a few sentences. Then prompt scholars to share with their partner what they have written, focusing on ending punctuation and beginning capitalization. Show a few crystal clear examples using the ELMO.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write you can write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i>

Mid-Workshop Teaching: We can check to see if we have ending punctuation in the right place by reading our writing out loud (quietly) to ourselves and listening for where our voice is supposed to stop. If it's a big stop, the end of a complete thought, then it's probably the end of a sentence and we need to use ending punctuation and start the next sentence with a capital letter.

Prior to share: Add teaching point to daily editing checklist.

Share: Introduce the daily editing checklist (you will add an item each day, based on your mini-lessons and scholars will take 3 minutes to check their work before coming to the rug for the share). Scholars edit their work using the daily editing checklist.

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Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

Chart proper and non proper nouns (places and people) with scholars: school vs. Harlem Success, my teacher versus Ms. Beckford.

PT 3/ TP 2	In addition to beginning sentences with capital letters, writers use capital letters for specific names and places. These are called proper nouns.
Connection Capture scholars' attention.	<i>We have been working on making our writing crystal clear and easy for others to read.</i> <i>Today I'm going to teach you that in addition to beginning sentences with capital letters, writers use capital letters for specific names and places. These are called proper nouns.</i> Also, it might be helpful to go through a few examples of names/places that would or would not require a capital letter (e.g). <i>Watch me as I use capital letters for specific names and places. These are called proper nouns.</i>
Teach Teach ONE thing by demonstrating.	Teacher think aloud/modeling: As you add to your story, focus on using capital letters for specific names and places (proper nouns). Do so in the context of writing well, continuing to demonstrate bit-by-bit writing and detail taught earlier in this unit. <i>Did you see how I used capital letters for specific names and places? These are called proper nouns.</i> <i>Now it's your turn. You're going to use capital letters for specific names and places. These are called proper nouns.</i>
Try Scholars must participate and practice to learn.	Have scholars take out their writing folders that they've been sitting on and take out a story they have already begun. First, prompt scholars to reread what they've written to put themselves back into their stories. Tell scholars as they add they should focus on using capital letters to begin specific names and places (proper nouns). Give scholars enough time to write a few sentences, and then have scholars show their partner proper nouns (specific names and places) they chose to capitalize. Share a few examples, using the ELMO.

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Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on, in addition to beginning sentences with capital letters, use capital letters for specific names and places. These are called proper nouns.</i>

Share: Share work that strategy group did on subject/verb agreement and add to Daily Editing Checklist.

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PT 3/ TP 3	Writers make sure their writing makes sense by stopping often, rereading, and asking themselves, “Does this make sense?”
Connection Capture scholars’ attention.	<i>We have been writing small moment stories. Yesterday we learned that writers zoom in on small moments by asking themselves, “Which part do I most want my reader to know about?”</i> Today I am going to teach you that writers make sure their writing makes sense by stopping often, rereading, and asking themselves, “Does this make sense?” Watch me as I write, stop often, reread, and ask myself, “Does this make sense?”
Teach Teach ONE thing by demonstrating.	<i>Have your small moment already sketched and the first page written. Recap your small moment and reread the first page to scholars. As you write the second page in front of them, stop after every 1-2 sentences and reread to make sure your writing makes sense. When it does not, fix it so it does, and reread.</i> <i>Did you notice how as I wrote I stopped often, reread, and asked myself, “Does this make sense?” If it made sense, I kept writing. If it didn’t make sense, I went back, reread it again, figured out what was wrong and fixed my mistake.</i> Now it’s your turn to try. You’re going to make sure your writing makes sense, by stopping after each sentence, rereading, and asking yourself, “Does this make sense?”
Try Scholars must participate and practice to learn.	<i>Take out your small moment story that you will continue writing today. Reread it. Now write the beginning of the next page right here on the rug. After each page, stop and ask yourself, “does this make sense?” If it does, keep writing. If it doesn’t, fix it up.</i> Share a few examples of scholars who fixed their writing so it made sense. Today and from now on after you write a sentence you need to stop, reread, and ask yourself, “Does this make sense?”
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	

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Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*
And daily editing checklist

PT 3/ TP 4	Writers write word wall words in a snap by taking a mental picture and writing the whole word.
Connection Capture scholars' attention.	<i>Scholars, as we continue to write our stories bit by bit, just like our mentor authors we are also focused on making our writing incredibly clear and easy for others to read.</i> <i>Today I'm going to teach you that writers write word wall words in a snap by taking a mental picture and writing the whole word.</i> <i>Just like when we read, writing with fluency means writing quickly and accurately.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I write word wall words in a snap by taking a mental picture and writing the whole word.</i> Model rereading and continuing to add onto a story you have previously used to model. As you add to your story, remind scholars that there are some words they need to sound out, but there are other words that they've already learned—word wall words—that they can write in a snap. Sight words should pop into our heads like a picture (seeing the word), or a chant (hearing how to spell it), and then we can write that word in a snap without having to sound it out. Example: <i>"Yesterday I was writing a story about the time I thought my sister was coming to visit me, but then she called me a few days before to tell me that she wasn't going to make it. So now I want to add to that story. When my sister asked me why I sounded so upset, I told her it was because I missed her.</i> (Model adding on to your story, but stopping when you come to a sight word so you can model writing it in a snap.) <i>Ok, I want to write the word 'because.' I know that word, it's a word wall word and I can spell it in a snap. I can see a picture of the word in my mind, and I can spell it as I see it. (Model adding that word and the rest of that sentence to your story). When we write words in a snap, we hear the word we need to write, and then we check to see if a picture of the word pops up in our head, or we listen to see if we hear the list of letters like a chant in our minds. Remember, if you know a word is on our</i>

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	<i>word wall, you should be able to write it in a snap. If you can't, use the word wall to take a mental picture of that word, and then try to write it correctly. If you lose your mental picture, strike through the word, take another picture, and write it again from the beginning.</i> Model writing a few more word wall words as you write your story. Remember to keep your model writing at a high level even though the focus is conventions. Your writing should reflect the various ways to add detail you have previously taught. <i>Did you notice how I wrote word wall words in a snap by taking a mental picture and writing the whole word?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to write word wall words in a snap by taking a mental picture and writing the whole word.</i> Prompt scholars to take out the dry erase boards and markers they brought to the rug. As you continue to write your story, prompt scholar to help you write word wall words by focusing on a mental picture of the word and writing them on their white board. Do with 3-4 words. <i>Today and from now on when you write remember to write word wall words in a snap by taking a mental picture and writing the whole word.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	

Mid-Workshop Teaching:

1. Share an example of a scholar who crossed out and started again when she lost her mental picture of a word wall word. This will ensure she sees the word as a whole word, not letter by letter and help her write with fluency.
2. Share an example of detailed, bit-by-bit writing.
3. Prompt scholars to edit their writing for 3 minutes using the daily editing checklist to which today's teaching point has been added.

Share: Share some of the different strategies scholars have been using to spell tricky words. Begin a chart entitled, "Strategies for Spelling Longer Words." Remind scholars that they always need to keep their readers in mind when they are writing and to write in a way that will be easy to read.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

PT 3/ TP 5	When writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn't miss any.
Connection Capture scholars' attention.	<i>Writers, we are working on making our writing crystal clear and easy for others to read. This is a huge aspect of writing for an audience.</i> <i>Just like how we want to always stretch out our small moments bit-by-bit, we also want to stretch out longer, more sophisticated words bit-by-bit to make sure we are including all sounds. It's important to take spelling risks and include longer, more interesting words in our writing.</i> <i>Today I am going to teach you that when writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn't miss any.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I do my best to write all of the sounds in words. I will do this by saying the word slowly, writing it sound by sound then, rereading it to make sure I didn't miss any sounds.</i> Model adding onto a story you have already begun. Reread before writing. As you get to longer, more sophisticated words, show scholars explicitly how you say the word slowly a few times, listening to each sound, then carefully write it sound by sound, then reread it slowly to check that you included all the sounds you heard. <i>Did you notice how I did my best to write all of the sounds in words by saying the word slowly, writing it sound by sound, then rereading it to make sure I didn't miss any sounds?</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to do your best to write all of the sounds in words by saying the word slowly, writing it sound by sound, then rereading it to make sure you didn't miss any sounds.</i> Prompt scholars to take out their markers and white boards. As you continue writing, have scholars help you write longer, more sophisticated words by saying them slowly, listening to each sound, and carefully writing it sound by sound on their white boards. Finally, prompt scholars to reread the words they have written slowly, checking that they included all sounds they hear. (e.g. wondering, frustrated, understand, explain, etc). For each word, go through the steps of saying it several times and breaking down the sounds, having scholars write the word independently on their boards sound by sound, and then rereading the word slowly while pointing to the letters to make sure they didn't miss any sounds. As you add these words to your writing based on what scholars have written, make sure to spell conventionally.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write remember when writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn't miss any.</i>

Mid-Workshop Teaching: 1. Highlight some examples of scholars who are taking risks and writing longer, more interesting words bit-by-bit.

2. Scholars edit for 3 minutes using the daily editing checklist to which today's teaching point has been added.

Share: Share some of the different strategies scholars have been using to spell tricky words. Add to chart "Strategies for Spelling Longer Words."

- Stretch it out bit by bit.
- Listen for little words you know in the big word.
- Use words you know how to spell to write words you don't.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*
Have scholars put a small post it on a place in the story they bring to the rug, where they will add dialogue in order to set them up for the try portion of the lesson.

PT 3/ TP 6	Writers punctuate dialogue correctly by using quotation marks.
Connection Capture scholars' attention.	<i>Writers, we've been focused on writing with precision and accuracy. Today I am going to show you another way writers make our reading easy for others to read and understand.</i> <i>Today I am going to teach you that writers punctuate dialogue correctly by using quotation marks.</i> Remind scholars that, just like in the books you've read, when writers use quotation marks only the words that actually were said out loud go inside the quotation marks, whereas phrases like 'he said' go outside the quotation marks. Show scholars what this looks like by showing a page from a book that contains dialogue on the ELMO.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I punctuate dialogue correctly by using quotation marks.</i> Teacher think aloud/modeling: Model for scholars how you can pick up where you left off with the story you were working on yesterday by rereading before you begin to write. As you add to your story, focus on punctuating dialogue correctly by using quotation marks. As you write, think aloud about your process for knowing when to use quotation marks, making sure that only the words people actually said go inside the quotation marks. <i>Did you notice how I punctuated dialogue correctly by using quotation marks?</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to punctuate dialogue correctly by using quotation marks.</i> Have scholars take out the story they brought to the rug. First have scholars reread what they've written so far. Tell scholars you're going to give them a chance to add on to their stories, and that they should focus on punctuating dialogue correctly by using quotation marks. Remind them they've already put a post it on a spot where they will add dialogue, so they will begin adding on to this part. Give scholars enough time to write a few sentences, and then have scholars show their partner what they wrote today and how they used quotation marks correctly.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write you can punctuate dialogue correctly by using quotation marks.</i>

Mid-Workshop Teaching: Have scholars edit their work using the updated Daily Editing Checklist.

Share: Share examples of scholars who have written their stories bit by bit, creating mind movies for their readers.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

PT 3 / TP 7	Writing partners can be coaches by helping each other find places that don't look right, sound right, or make sense.
Connection Capture scholars' attention.	<i>Writers, over the last few days we have revised our writing in preparation to publish.</i> <i>Today we are going to move onto the editing phase of this unit. This means we are going to fix up our writing to make it easier for others to read and understand.</i> Move the clothespin on the Writing Process Chart to editing. <i>Today I'm going to teach you that writing partners can be coaches by helping each other find places that don't look right, sound right, or make sense.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how writing partners can be coaches by helping each other find places that don't look right, sound right, or make sense.</i> Teacher think aloud/modeling: Using the piece you have chosen to publish, model rereading your story with a partner and checking to make sure it looks right, sounds right, and makes sense. They should stop you when something does not look right, sound right, or make sense, and you should make corrections in real time. Depending on what you've noticed your scholars succeeding or struggling with, you can focus on specific sub-skills (e.g. more work with capital letters and punctuation OR checking to see if any words are missing or repeated, OR checking to see that grammar is correct, etc). Because you really want to show scholars both how to be helpful coaches, as well as how to take suggestions from a partner, model this with another teacher or a scholar you have prepared beforehand. Your writing should be clearly visible to all scholars on the ELMO. <i>Did you notice how my writing partner and I were coaches by helping each other find places that don't look right, sound right, or make sense?</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You and your writing partner are going to be coaches by helping each other find places that don't look right, sound right, or make sense.</i> <i>First you will be my partner.</i> Move onto the next page of your story. The text should be clearly visible to scholars. As you reread your writing, they should put up a hand to signal when something doesn't look right, sound right, or make sense. Then they should turn and talk about what you should change. Make corrections to your writing in real time after each turn and talk.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today, and from now on when you write, you and your writing partner can be coaches by helping each other find places that don't look right, sound right, or make sense.</i> <i>You will work with your partners to edit your writing when you leave the rug today.</i>

Share: Fishbowl an example of excellent coaching and show the changes the writer has made based on her partner's feedback.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

PT 4/ TP 1	Writers choose a piece to revise, edit and publish, by re-reading all of our stories and deciding which piece we are most proud of.
Connection Capture scholars' attention.	<i>Writers, today is a very exciting day. For the past few weeks you have been working incredibly hard during writing workshop, writing with your audience in mind. We have been collecting many small moment stories. Now it's time to choose one piece of writing to revise, edit, and publish. Remember, when we publish a story we make it beautiful and put it out into the world. First we must choose the piece.</i> Move clothespin on Writing Process chart from "Collect" to "Choose". <i>Today I am going to teach you that writers choose a piece to revise, edit and publish, by re-reading all of their stories and deciding which piece they are most proud of.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I choose a piece to revise, edit and publish, by re-reading all of my stories deciding which piece I am most proud of.</i> Model reading through all of the different small moment stories you've written in your mini-lessons throughout this unit and choosing the piece that you want to work to revise, edit, and publish. Think aloud about how you will be working on publishing this one piece for several days so you really want to choose a piece and a story that you love and want to stay with. <i>Did you notice how I chose a piece to revise, edit and publish, by re-reading all of my stories deciding which piece I am most proud of?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to choose a piece to revise, edit and publish, by re-reading all of your stories and deciding which piece you are most proud of.</i> Scholars tell their partner what they noticed you do, how you thoughtfully looked through all the pieces in your folder and chose the one that is the most meaningful to you.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today, and from now on, when you're choosing a piece to revise, edit and publish, you can re-read all of your stories and ask yourself, "Which piece is most meaningful to me? Which one do I want to stay with?"</i>

Share: Scholars should bring the piece they chose to publish to the rug. Scholars then share with their partners the piece they chose and why they chose it.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Materials: Writing Folders

Before this lesson:

Add teaching point to chart: *Writers show the important details of our stories chart.*
Writing Process Chart

PT 4 / TP 2	Writers revise our writing by adding details that show our big idea to an important part.
Connection Capture scholars' attention.	<i>Yesterday we each chose a piece that we are going to revise, edit, and publish. Today we are going to begin revising our small moment stories. That is, we will be adding on and taking things away to make our stories better.</i> Move clothespin on Writing Process Chart. <i>Earlier in this unit we learned that writers have a big idea we are trying to show. Often, important parts of the story show this big idea.</i> <i>For example, Across the Alley by Richard Michelson adds details to the part of the story when Willie plays the violin in temple. Look and listen as I reread this part. Display the book on the ELMO. Turn and tell your partner why this part of the story is important. Quickly share scholar responses. Now as I read it again, listen for the kinds of details the author uses. Turn and tell your partner what you notice. (Show-don't tell, precise words, small actions...).</i> <i>Yes, scholars, these details help show the big idea that Willie's talent overcomes racial stereotypes.</i> <i>Today I am going to teach you that writers revise our writing by adding details that show our big idea to an important part.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I revise my writing by adding details that show my big idea to an important part.</i> Reread the piece you chose for publishing. Identify your big idea (it should be written on the top of the first page.) Model for scholars how you can reread your writing and find an important part. Think aloud about how you will add details to show your main idea. Then write in front of scholars, adding these details.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

	<i>Did you notice how I revised my writing by adding details that show my big idea to an important part?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to revise your writing by adding details that show your big idea to an important part.</i> Have scholars take out the story they chose for publishing and reread their writing and identify the big idea (written at the top of the first page), and an important part that gives them the strongest feeling. Have scholars turn to their partners and tell them the details they will add to this part to show their big idea.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on, remember that writers revise our writing by adding details that show our big ideas to important parts.</i>

Note: After scholars add details to one part, they should add to another.

Share: Share examples of how scholars developed the heart of their story to show their main (central) idea.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

PT 4/ TP 3	Writers revise their small moment stories by acting them out and then adding in the tiny details they left out the first time.
Connection Capture scholars' attention.	<i>We have been learning the importance of adding details to our small moment stories to make them come alive and bring out our main idea. Yesterday you focused on developing the heart of your story by using important details.</i> <i>Today I am going to teach you that writers revise their small moment stories by acting them out and then adding in the tiny details they left out the first time.</i> <i>Watch me as I revise one of my small moment stories by acting it out and adding tiny details I left out the first time.</i> Model rereading your small moment story, acting it out bit-by-bit and adding in the tiny details that you left out the first time.
Teach Teach ONE thing by demonstrating.	<i>Did you notice how I revised my small moment story by acting it out and then adding in the tiny details I left out the first time?</i> <i>Now it's your turn to revise your small moment story by acting it out and then adding in the tiny details you left out the first time.</i> Take out the small moment story that you selected to publish. Reread your first page to your writing partner. Now, act out the first page of your story, remembering any details you forgot. Jot on your post-it the important details you will add to this part. (Repeat so both partners have a turn.)
Try Scholars must participate and practice to learn.	<i>Today and from now on when you write you can revise your writing by acting it out and adding tiny details you left out the first time.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

- * For this lesson, your scholars will need their to-be-published stories during the ‘Try’ piece. If you have collected their stories, be sure to distribute them prior to the mini-lesson.
- * For this lesson, you will be modeling using the “Editing Checklist” to edit your own writing, so be sure you have some errors already embedded in your writing so that you can show your scholars how to correct these mistakes.
- * Create an editing checklist using the rubric. Be sure to include one column for scholars to use to check their own writing, and another for their partners to use.

PT 4 / TP 4	Writers edit their writing by using their editing checklist and doing multiple reads.
Connection Capture scholars’ attention.	<i>Writers throughout this unit you have used our editing checklist to edit your writing each day. As we prepare to publish we will use the same checklist to make sure our writing is as near to perfect as possible. Our writing must be easy for others to read in order for them to understand our ideas.</i> Today I am going to teach you that writers edit their writing by using an editing checklist and doing multiple reads. This means we read our piece one time to check for each item. Post a large copy of the editing checklist for scholars to see. Watch me as I edit my writing by using an editing checklist and do multiple reads.
Teach Teach ONE thing by demonstrating.	Model reading your piece focusing on <u>one</u> item from the editing checklist (i.e. read once only checking for capitalization, once only in search of word wall words, etc.). Did you notice how I edited my writing by using an editing checklist? Doing multiple reads allows me to check carefully for each item.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to edit using our editing checklist. Like I did, you will do multiple reads, checking for one item on our checklist each time.</i> Assign scholars the same checklist item you checked for as you read your piece. As scholars edit, they make corrections then and there.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today, and from now on, when you're writing you can edit your writing by using an editing checklist. During writing time today, read your piece many times, focusing on one item on our checklist each time you read.</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

PT 4/TP 5	Writers choose a title that shows the big idea.
Connection Capture scholars' attention.	<i>Writers, you have all written your small moment stories to show a central (or main) idea. The last thing we must do is choose titles that connect to our main ideas.</i> Today I am going to teach you that writers choose a title that shows the central idea.
Teach Teach ONE thing by demonstrating.	Watch me as I choose a title that shows a central idea. Model re-reading your story and thinking aloud about the main idea. Example: <i>Hmm...Ok I just read my story and my main idea is that I learned that I need to keep closer tabs on my dog; my heart felt like it was going to break when I thought she was lost. Of course, my story is about the time we thought our dog was lost but really she was in my sister's closet chewing on her shoes. Ok, so my title could be... 'The Time I Came Home From School And Couldn't Find My Dog and Thought She Was Lost But Really She Was Chewing Shoes in My Sister's Closet.' No, that's not a good title—that's way too long! Most titles are just a few words, like <u>Peter's Chair</u>. Maybe my title could be 'The Not-So-Lost Dog' or 'Where's Missy?' or 'Missy's Big Adventure' Hmm...I'm going to make my title 'The Not-So-Lost Dog' because that's interesting and tells about my story in just a few words. Also, it's catchy! It connects to my main idea, because I learned my lesson through thinking my dog was lost. I think this title will make my readers want to read my story.</i> Model writing the title/author on your cover page (example: "The Not-So-Lost Dog" by Ms. Kirshner) and making an illustration to match this big idea. Did you notice how I chose a title that shows the central idea?

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to choose a title that shows your central idea.</i> Scholars reread their stories, and identify the main idea. Then they jot a few possible titles on a post it that connect to the main idea by showing what the story is mostly about. Tell scholars that when they go back to their seats they will choose the best one to write on their cover page. Share a few examples of interesting titles.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on choose a title that shows your central idea.</i>

Mid-Workshop Teaching: Remind scholars that this is their last chance to fix up their work before the publishing celebration tomorrow. Have scholars check in with their partners to see if there is anything they should add or change in their writing.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

PT 4 / TP 6		Writers get ready to publish their work by making a cover and adding color.
Connection Capture scholars' attention.		<i>Scholars we have finished revising and editing our small moment stories and now we are ready to prepare to publish!</i> <i>This means we will illustrate our small moments in color, and make a cover!</i> Move the clip to "Publish" on the "Writing Process" chart. <i>Today I'm going to teach you that writers get ready to publish their work by making a cover and adding color.</i> <i>Watch me as I get ready to publish my work by making a cover and adding color.</i>
	Teach Teach ONE thing by demonstrating.	Model making a title page and adding color. <i>Did you notice how I got ready to publish my work by making a cover and adding color?</i>
Try Scholars must participate and practice to learn.		<i>Now it's your turn. You're going to get ready to publish your work by making a cover and adding color.</i> Have scholars turn and talk about what they will write on their title page, and the illustration they will create to match their title.
	Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on when you write you can get ready to publish your work by making a cover and adding color.</i>

**Celebration idea: Set up your desks in a U-shape. Invite other classes to come in and read the stories written by your Authors' Panel.*



Kindergarten: Emergent Storybook Unit 1
Success Academies

Kindergarten Emergent Storybook: Unit 1

Through this Emergent Storybook Unit we will:

- Teach scholars a sense of story and bolster their sense of how stories tend to go.
- Teach scholars to think more deeply about the various elements of a story, such as characters, setting, dialogue, and plot.
- Develop our scholars' oral storytelling language and use of expression.
- Familiarize our scholars with the language structures and syntax used in books.
- Teach scholars to make the connection between oral and written language.
- Deepen our scholars' comprehension.
- Bring books to life for our scholars so that they develop a love of literature.
- Increase vocabulary inventory.
- Solidify concepts of print.
- Teach scholars to work with a partner, read together, talk and listen to each other, and independently problem solve



Parts of the Unit:

PT 1: Setting up the Management for a Successful Emergent Storybook Unit

PT 2: The Art of Storytelling

PT 3: Readers Theatre

Setting Up The Unit:

- During the first days of school, you will want to establish routines and expectations:
 - Setting up the room for reading. ***Set up routine happens prior to your mini-lesson each day.*
 - Private Reading (chairs back to back)
 - Buddy Reading (chairs shoulder to shoulder)
 - Book Bins on tables containing multiple copies of Emergent Storybooks you have repeatedly read aloud
 - Turn and Talk routines
 - Rug Behavior Expectations
- During the first few weeks of school, you will want to build the amount of time for which scholars both read their ESBs independently, and in partnerships. You can do this by

- setting a timer and adding 1-2 minutes to independent reading time each day. Start with 2-3 minutes. Let kids in on your goals for independent and buddy reading each day.
- Even though scholars will not yet be in “permanent” reading partners, start the routine of having them meet with the same “reading buddy.” They should have the same partners at the rug, and at their reading spots.
 - Approximate timing of Emergent Storybook Reading
 - Set-up routine (2 minutes) *Scholars set up all of their materials prior to reading*
 - Mini-lesson (5-10 minutes)
 - Private Reading time with emergent storybooks (5-10 minutes)
 - Partner/buddy reading time with emergent storybooks (5-10 minutes)
 - Teaching share time about emergent storybook reading (3-5 minutes) *Share can be extended to include Readers’ Theater.*
 - Make bins for each table. At least one copy of each title should be in each table bin. There should be enough books in each table bin for each scholar to independently “read” 1-2 Emergent Storybooks per day. ***Scholars should and will re-read books often. Do not change the titles in table bins each day. Rather, add copies of books after you repeatedly read them aloud to the class.*

- Continue this unit to perform the books for one another, or to organize a Storytelling Readers Theatre event for the scholars' families. Example: Each Kindergarten Class chooses an Emergent Storybook to act out, and all of the kindergarten classes gather together and watch each other perform.

Common Core Standards Addressed in this Unit:

- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- Actively engage in group reading activities with purpose and understanding.
- Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Components of THINK Literacy that Support the Unit

Read Aloud:

Emergent Storybook read alouds are done in addition to NOT instead of Read Aloud with Whole Class Conversation

- Emergent storybook read alouds are different than Read Aloud with whole-class conversation in that during ESB read alouds, you read straight through, not stopping for think alouds or turn and talks. Your reading should be fast-paced and engaging. Invite scholars to join in on repeated refrains and gesture as you read.
- Read aloud the Emergent Storybooks as often as possible so that scholars become incredibly familiar with these books. You are recreating the internalization of books that happens when small children are read the same favorite books over and over at home until they have practically memorized them.
- Teachers should introduce the Emergent Storybooks by reading (and re-reading) them to the scholars each day.
- Suggested texts for the first three weeks: *The Three Billy Goats Gruff*, *The Three Little Bears*, *The Little Red Hen*, *The Carrot Seed*.
- Suggested texts for the second three weeks: *Caps for Sale*, *Corduroy*, *Harry the Dirty Dog*, *Milton the Early Riser*.

Oral Storytelling:

- **Dedicate 5-10 minutes per day to oral storytelling**
 - Fairytale Fridays: Orally storytell famous fairytales to the scholars, such as Jack and the Beanstalk, or Rapunzel.
 - Allow students to storytell their own stories daily. **See Writing Workshop Unit 1 for details

Assessment:

- Informally place scholars into various levels of development, using Elizabeth Sulzby's different stages. Stages are not an exact science, meaning that a scholar's reading of emergent storybooks may exhibit characteristics of multiple stages. Expect scholars to move quickly and fluidly through ESB stages
- Teach small groups of 6 or more scholars daily (3 or 4 partnerships). During this time you will name and give scholars practice with one teaching point that will improve their comprehension, sense of story, oral language or story telling. **See *Reading Strategy Lessons in THINK Literacy binder for architecture, timing, and examples.*** Your small groups will allow you to assess scholars' progress and move them rapidly through ESB stages. **See *small group strategy lessons in this overview for specific groups.*** Pull

scholars together who will benefit from the same strategy. All do NOT need be in the same ESB stage.

Emergent Storybook Stages

1. Labeling and Commenting

- At the beginning, some children may simply label or respond to the pictures on each page with little or no understanding of the larger story. Ex: *I see a man.*

2. Following the action

- Children will progress to describing action in the story, frequently in present tense, based on the picture that is in front of them. Ex: *The peddler is walking through town.*

3. Dialogic Storytelling

- Next, children will make a transition between oral and written language. They will “read” the story using the pictures adding some dialogue and language from the story, which they have internalized from hearing the story over and over again.

4. Reading and Storytelling Mixed



Kindergarten: Emergent Storybook Unit 1
Success Academies

- Scholars move between reading almost verbatim, using the pictures to tell the story, and adding dialogues as in the previous stage.

5. Reading very close to real story

- If you close your eyes, you think you are listening to the real story although there may be some inconsistencies.
- Around this stage, often scholars realize that the print hold the “message” and refuse to use the pictures struggling to read only the print instead.

6. Reading Verbatim

- Finally, children will orchestrate what they know about print, their memories of the text, and the pictures to read conventionally.

Small Group Strategy Lessons:

➤ **Labeling and Commenting**

- Using the character's name
- Saying what is happening in the picture
- Finding the main character and saying what he's doing
- Noticing more than one thing in the picture
- Saying where the main character is and describing the setting

➤ **Following the Action**

- Find the main character and imagine what he might be saying
- Looking at the page before to remind ourselves what is happening
- Saying more about what the character is doing
- Using storybook language such as "next," or "then," to connect the pages
- Connecting the pages by saying how the character gets from one page to the next

➤ **Dialogic Storytelling**

- Saying what the character is doing first, and then saying what he's saying
- Adding what the characters are saying by using "he said" and "she said"
- Asking yourself what they are going to say on each page
- Checking the page before to help us read the next page

➤ **Reading and Storytelling Mixed**

- Imagining how the character would sound by thinking about what's going on in the story and thinking about how the character would say it
- Staying longer on a page by thinking about what the other characters are doing
- Reading it like a storyteller by using the author's words
- Asking yourself, "Does that sound like a storyteller?"
- Using the pictures and cover to help remember how the story goes

➤ **Reading Verbatim**

- Keeping track of what's happening in the story
- Generating ideas about the text, such as, "This reminds me of...." Or "I'm thinking...."
- Making your voice sound like the characters

Anchor Charts

Charts should be made in front of and with students. They can and should be added to during shares, as well as during mini-lessons. All charts should include visuals as well as words. Listed below are the charts you might possibly make throughout the unit.

- Part I: Setting up the Management for a Successful Emergent Storybook Unit
 - What does the room look like and sound like during reading?
 - Feels peaceful

- Scholars using whisper voices
- Sharing nicely
- Taking turns
- How do we set up for buddy and private reading time?
 - Chairs side by side for buddy reading
 - Chairs back to back for private reading
- Part II: The Art of Storytelling
 - Parts of a Story
 - Characters
 - Setting
 - Dialogue
 - Feelings
- Part III: Readers Theatre
 - Chart the characters in each emergent storybook, so that scholars know how many parts there are

Further Reading

If you are interested in reading more about Emergent Storybook reading, and the storytelling development of Kindergarteners, these are great books and articles to check out.

- Paley, Vivian, *The Boy Who Would Be a Helicopter*, 1991
 - This book was written by a kindergarten teacher and has great ideas/resources for further work in storytelling and readers theatre.
- Sulzby, Elizabeth. *Children's emergent reading of favorite storybooks: A developmental study*. Reading Research Quarterly, 1985
 - Sulzby studies the progression of developmental levels in early childhood students as they read, and re-read, favorite books.
- Unit 2, Readers Read, Think, and Talk about Emergent Storybooks and Invent Fun Things to Do with Them, Teachers College Reading and Writing Project, 2009
 - This is an overview for a similar unit that is a part of the Teacher College Reader's Workshop. It includes helpful background information and tips for teachers.

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Prior to the Lesson:

- * Scholars are assigned to reading partners and are sitting next to them during the mini-lesson
- * Prepare your copy of *The Three Billy Goats Gruff*

PT 1 /TP 1	
Readers use the pictures to story-tell our favorite books.	
Connection Capture students' attention	<i>Storytellers, we have been reading some of our favorite Emergent Storybooks together each day. You have been doing such an excellent job reading these Emergent Storybooks with me, and now it's time for you to start learning how to read them all on your own and with your partners.</i> <i>Today, I am going to teach you that readers use the pictures to story-tell our favorite books. The pictures help us remember exactly how the story goes.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use the pictures to retell one of our favorite books.</i> Using the pictures as scholars will do, story-tell the first few pages of <i>Caps for Sale</i>. Keep your storytelling close to the book by using specific language from the book. Think aloud as you use the pictures to remember who the characters are and what they doing. For example, "Oh there's the peddler. He's walking through town, very straight so as not to upset his caps!" He is calling, "<i>Caps for sale! Caps for sale!</i>"
The Try Students must participate and practice to learn.	<i>Readers, did you see how I used the pictures to story-tell one of our favorite books? Now it's your turn to try. When I turn the page you are going to use the picture to story-tell with your partner.</i> Turn to the next page of <i>Caps for sale</i>.



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	<i>Scholars, take a moment to really study the picture and remember what's happening on this page. Turn and talk: story-tell this page with your partner.</i> Walk around and praise/redirect students so that they are all storytelling the page you have displayed. Use this as an opportunity to reinforce qualities of good storytelling such as using the characters' names and saying what they are doing. For example: <i>I love the way that ____ and her partner used the picture to help retell the story.</i> Call scholars back together and share out a great example of storytelling you heard. <i>Remember scholars: Readers use the pictures to story-tell our favorite books.</i> <i>Today you will have 3 minutes to do this on your own with the book you chose when we set up before we came to the rug. It's waiting for you at your reading spot. Each day, we will increase the amount of time for which we read our books!</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	



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Prior to the Lesson:

- *Prepare your copy of The Three Billy Goats Gruff
- *Make sure you've had scholars set up their reading spots prior to the mini-lesson (bins on tables, chairs back-to-back, book scholars have chosen to read first at reading spots)

PT 1 /TP 2	Storytellers use Whisper Voices to retell the story so that the classroom feels peaceful.
Connection Capture students' attention	<i>Readers, yesterday you read some of our favorite books independently and with partners. You did an excellent job using the pictures to story-tell! I noticed though, that during independent reading, even though our chairs were back to back, the room got a bit loud, and it was difficult for readers to focus on their books.</i> Today, I am going to teach you that Storytellers use <i>Whisper Voices</i> to retell the story so that the classroom feels peaceful. Using a <i>Whisper Voice</i> is important because we do our best reading and thinking when the room is quiet and peaceful.
Teach Teach ONE thing by demonstrating.	Watch me as I use my <i>Whisper Voice</i> to retell the story so that the classroom feels peaceful. Using the pictures as scholars will do, story-tell the first few pages of <i>The Three Billy Goats Gruff</i> in a whisper voice. Keep your retelling close to the book, using a lot of the language from the book. Even though your storytelling voice is quiet, it should of course be expressive. Storytellers, did you see how I used my <i>Whisper Voice</i> to retell the story so that the classroom feels peaceful?
	Now it's your turn. Let's all practice using our <i>Whisper Voices</i> to retell the story so that the classroom feels peaceful.



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The Try Students must participate and practice to learn.	Turn to the next page of The Three Billy Goats Gruff. <i>Let's retell this page together in our Whisper Voices. I want you to whisper this page into your hand.</i> Students retell the second page of The Three Billy Goats Gruff in their Whisper Voices, whispering into their hands. Walk around and praise/redirect students so that they are all using a Whisper Voice. Use this as an opportunity to restate the teaching point. Example: <i>I love the way that ___ used a Whisper Voice to retell the story. They really helped make the classroom feel peaceful.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Remember Storytellers, we use <i>Whisper Voices</i> to retell a story so that the classroom feels peaceful. Using a Whisper Voice is important because we do our best reading and thinking when the room is quiet and peaceful.



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Prior to the Lesson:

- * Make sure you have scholars set up their reading spots (bins on tables, books at read spots, chairs back-to-back with partners)
- * Name partners “peas” and “carrots” or “peanut butter” and “jelly” so that you have a way to decide which partner goes first
- * Assign partners beforehand to minimize disruptions during the lesson
- * Prepare an emergent storybook to demonstrate with, preferably *The Three Billy Goats Gruff*

PT 1 / TP 3	Storytellers share the book by putting it in the middle and holding it gently.
Connection Capture students’ attention	<i>Storytellers, yesterday we did such a wonderful job reading our Emergent Storybooks in our Whisper Voices. We read our books for 4 minutes! Now that we know how to keep the room quiet and peaceful, we are ready to start working with a partner. Every day after you read your books alone, you will turn your chairs and read with your partners!</i> Today, I am going to teach you that Storytellers share the book by putting it in the middle and holding it gently. Sharing books is important because both partners need to be able to see the book at all times. Watch me as I share the book with a partner by putting it in the middle and holding it gently.
Teach Teach ONE thing by demonstrating.	Ask one scholar to come up and volunteer. (NOTE: If management is under control, you might choose to have the AT come up and be your partner. This would be beneficial and create a higher level of modeling. But if management is an issue, use a scholar volunteer, because the AT might need to be a second set of adult eyes on the scholars.) Show scholars how to determine where the middle is and how to hold the book gently. <i>We find the middle by seeing where our knees touch, and by making sure that the book opens above both of our knees.</i>

	<i>We hold the book gently by touching the corners of the book. I touch this corner, and my partner touches the other corner. We help each other turn the pages gently by only touching the corners of the pages. Watch as we turn a page gently.</i> Turn a few pages with your partner, keeping the book in the middle. <i>Storytellers, did you see how we shared the book by putting it in the middle and holding it gently?</i> <i>Now it's your turn to try. I want you to share the book with a partner by putting it in the middle and holding it gently.</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. I am going to watch you put the book in the middle and hold it gently.</i> Pass out <i>The Three Billy Goats Gruff</i>, <i>The Three Bears</i>, <i>The Carrot Seed</i>, and <i>The Little Red Hen</i> so that each partnership has one book. <i>Practice turning a few pages with your partner. Make sure that the book stays in the middle and that you are both holding the book gently, touching the corners.</i> Walk around and praise/redirect students. Share out student praise, and frame it in a way that restates the teaching point. Example: <i>I love the way that ___ and ___ put the book right above where their knees touch. They put the book in the middle.</i> <i>I love the way that ___ and ___ are holding the book. They're touching only the corners and turning the pages so gently.</i>
The Try Students must participate and practice to learn.	

Link Restate teaching point and connect it to ongoing student work in one or two sentences	Remember Storytellers, we must share the book by putting it in the middle and holding it gently. Sharing books is important because both partners need to be able to see the book at all times. Today we will set the timer for 5 minutes during independent reading. When it is time to turn your chairs and story-tell with your partner, I will signal you. I will also let you know whose book you will read first today.

After independent reading, teach scholars how to transition to partner reading:

First, let's set up the room. You will gently drag your chairs so that you are sitting shoulder to shoulder with your partner at a table.

Show scholars how to gently move the chairs so that they are shoulder to shoulder with their partners. Remember, partnerships are consistent so that scholars' partner at the rug is also their partner for buddy reading time.

I am not going to lift my chair up from the carpet, and I am not going to drag it in an unsafe way. Chairs are heavy and can really hurt someone if I'm not careful...

Peas, you and your partner are going to read your book today. I am going to watch you put the book in the middle and hold it gently. Remember to use your Whisper Voices so that the room is peaceful. Also, don't forget: I story-tell a page, you story-tell a page.

Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example:

I love the way ____ and ____ set up so nicely for buddy reading time! They are taking turns, reading together, and sharing so nicely.



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Prior to the Lesson:

- * * Name the partners “peas” and “carrots” or “peanut butter” and “jelly” so that you have a way to decide which partner goes first
- * Prepare an emergent storybook to demonstrate with
- **Have peanut butter bring the ESB they chose during the set-up routine to the rug and sit on it. Partnerships will use this book to practice during the “try.”

PT 1 /TP 4	Storytellers retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.”
Connection Capture students’ attention	<i>Storytellers, yesterday we did a wonderful job sharing the books with our partners by putting the book in the middle and holding it gently. You did such a nice job working together, I think you are ready to start retelling the book with your partner.</i> Today, I am going to teach you that Storytellers retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.” Taking turns is important because each partner needs to have a chance to retell the book.
Teach Teach ONE thing by demonstrating.	Watch me as I retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.” Ask one scholar to come up and volunteer. (Or use an AT) <i>Today carrots are going to read first. I’m a carrot, so I’m going to story-tell a page first, and then you are going to story-tell a page next. Remember: we have to take turns! “I story-tell a page, you story-tell a page”</i> Use a Whisper Voice to retell the first page of The Three Billy Goats Gruff. Make sure the book is

	in the middle and you are sitting knee to knee with your partner, just as you want the scholars to do. <i>Now it's my partner's turn to story-tell a page. I was a carrot, so now it's the pea's turn to story-tell. Remember: I story-tell a page, you story-tell a page. We are going to gently turn to the next page by only touching the corners, and I am going to listen as my partner story-tells the next page.</i> Model being an active listener as your partner retells the second page. <i>Storytellers, did you see how we retold the book with our partner by taking turns? 'I storytell a page, you story-tell a page.'</i>
Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to retell the book with your partner by taking turns: "I story-tell a page, you story-tell a page."</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. I am going to watch you put the book in the middle and hold it gently. Remember to use your Whisper Voices so that the room is peaceful.</i> Pass out The Three Billy Goats Gruff, The Three Bears, The Carrot Seed, and The Little Red Hen so that each partnership has one book. <i>Retell the book with your partner by taking turns. Carrots go first. So first the carrots will story-tell a page, then the peas will story-tell a page. Don't forget: I story-tell a page, you story-tell a page. Carrots, then peas, carrots, then peas, carrots, then peas, etc...</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example:



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	<i>I love the way that ___ and ___ are taking turns so nicely.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember Storytellers, we must retell the book with a partner by taking turns: "I story-tell a page, you story-tell a page." Taking turns is important because each partner needs to have a chance to retell the book.</i> <i>Since we read independently for 5 focused minutes yesterday, today I will set the timer for 6 minutes during independent reading. I will signal you like yesterday when it is time for partner reading.</i>



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Prior to the Lesson:

- * Have book bins ready so that each partnership may easily get a book during the “Try” portion of the lesson
- * Assign partners beforehand to minimize disruptions during the lesson
- * Name the partners “peas” and “carrots” or “peanut butter” and “jelly” so that they know which partner goes first
- * Prepare an emergent storybook to demonstrate with, preferably The Three Billy Goats Gruff

PT 1 /TP 5	Storytelling partners listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story.
Connection Capture students’ attention	<i>Storytellers, yesterday we did a great job taking turns and retelling the book with our partners. But I noticed that some of us were having some trouble listening to our partner. Today it’s time for us to practice being great listeners.</i> <i>Today, I am going to teach you that storytelling partners listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story. This is important because we must listen to one another as we read. We want our partner to listen to us when it’s our turn, so we have to show them that we are also listening to them when it’s their turn to retell the story.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I listen to my partner by keeping a bubble in my mouth and my eyes on the book while my partner is retelling the story.</i> Ask one scholar to come up and volunteer. (Or use an AT) <i>Today peas are going to read first. I’m a carrot, so I’m going to listen to my partner retell the first page by keeping a bubble in my mouth and my eyes on the book.</i> Use an exaggerated bubble to model what you want the scholars to look like as their partner is reading.

	<i>Now it's my partner's turn to listen while I retell the next page from the story. Let's watch as my partner keeps a bubble in their mouth and their eyes on the book.</i> Model reading in a Whisper Voice and sharing the book in the middle, exactly the way you want the scholars to do it when they are on their own. Storytellers, did you see how we listened to one another by keeping a bubble in our mouths and our eyes on the book as our partner retold the story? Now it's your turn to try. I want you to listen to one another by keeping a bubble in your mouth and your eyes on the book while your partner is retelling the story. <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. I am going to watch you put the book in the middle and hold it gently. Remember to use your Whisper Voices so that the room is peaceful. Also, don't forget: I story-tell a page, you story-tell a page. Today it's going to go peas, then carrots, peas, then carrots, etc...</i> Pass out The Three Billy Goats Gruff, The Three Bears, The Carrot Seed, and The Little Red Hen so that each partnership has one book. <i>Retell the book with your partner by taking turns. Peas go first. Peas, you are going to retell the first page in a Whisper Voice while the carrots keep a bubble in their mouth and their eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ has a big bubble in their mouth and they are keeping their eyes on the book while their partner retells the story.</i> Ask the partners to switch so that both scholars have a chance to try it.
The Try Students must participate and practice to learn.	



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	<i>Now it's the carrot's turn to read in a Whisper Voice, while the peas listen nicely by keeping a bubble in their mouth and their eyes on the book.</i> Continue to walk around and praise/redirect students. Share out again for the second group of partners. Example: <i>I love the way that ___ and ___ are listening to one another. They have big bubbles in their mouths, are keeping their eyes on the book, and are using such a nice Whisper Voice</i> Remember Storytellers, we must listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story. This is important because we must listen to one another as we read. We want our partner to listen to us when it's our turn, so we have to show them that we are also listening to them when it's their turn to retell the story.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	



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Prior to the Lesson:

- *During the rest of the unit, the structure of the workshop will continue to be *Set-up, independent reading, partner reading, share*
- * Reinforce key concepts from Part I (Whisper Voices, bubbles, sharing the book, etc...)
- *Both partners should bring the book they have chosen to read first during the set-up to the rug and sit on it. They will share it with their partners during the “try.”

PT 2 /TP 1	Before reading, storytellers say the title and the author’s name, and talk about the cover of the book.
Connection Capture students’ attention	<i>Storytellers, yesterday we did a wonderful job listening to one another and working together as partners. Now that you’ve had plenty of time to practice retelling the books with your partners, I’m going to teach you some new and interesting things storytellers do as they read to captivate their audience.</i> <i>Today, I am going to teach you that before reading, storytellers say the title and the author’s name, and talk about the cover of the book. This is important because the cover tells us lots of important information about the book.</i> <i>Watch me as I say the title and author’s name, and talk about the cover of the book before reading.</i> Point to the title and author of the book. <i>First I read the Title and the Author’s Name. The title is the name of the story, and the author is the person who wrote the book. The title of this book is The Three Billy Goats Gruff. And this book was written by a famous author named Paul Galdone.</i> Read “The Three Billy Goats Gruff”, by Paul Galdone in a Whisper Voice.
Teach Teach ONE thing by demonstrating.	

	Model observing the cover and exaggeratedly studying the picture. <i>Now I am going to talk about the cover of the book. Hmmm, I notice that the cover of The Three Billy Goats Gruff has three billy goats on it. The first billy goat is very small, the second one is a little bit bigger, and the third billy goat is very large. I see that they are eating flowers and grass. I notice that they have very fat bellies and they are all smiling.</i> Storytellers, did you see how I said the Title and the Author's Name, and talked about the cover of the book before reading? Now it's your turn to try. I want you to say the Title and Author's Name, and talk about the cover of the book before reading.
Try Students must participate and practice to learn.	<i>Sit shoulder to shoulder with your partner. Carrots, take out the book you brought to rug. Place the book in the middle. Remember to use your bubbles and Whisper Voices so that the room is peaceful. Also, don't forget to take turns. Carrots, you are going to go first. They will tell their partners the title of their book, say the author's name, and talk about the cover of their book first. Then the peas are going to say their book's title, author's name, and talk about the cover of their book.</i> <i>Carrots, tell your partner the title, author's name, and talk about the cover of your book first.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. <i>I love the way ____ noticed ____ (Ex: I love the way Jayden noticed that The Three Bears was also written by Paul Galdone.)</i> <i>Now it's the pea's turn to tell their partner the title, author's name, and to talk about the cover of their book.</i>



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	Continue to walk around and praise/redirect students. Restate teaching point by praising scholars. <i>I love the way that ___ noticed that ___ (Ex: I love the way Ameer noticed The Little Red Hen has a picture of a red hen on the cover carrying lots of tools for work.)</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Remember Storytellers, before reading, we must say the title and the author's name, and talk about the cover of the book. <i>This is important because the cover tells us lots of important information about the book.</i>

PT 2 /TP 2	Storytellers use the characters' names when retelling the story.
Connection Capture students' attention	Storytellers, yesterday we practiced saying the Title, the Author's Name, and talking about the cover of the book. Today we are going to learn another way that storytellers make the stories more interesting. Today, I am going to teach you that storytellers use the character's name when retelling the story. This is important because the story is much more interesting when the audience knows the names of the characters.
Teach Teach ONE thing by demonstrating.	Watch me as I use the character's name when retelling the story. <i>If I were storytelling The Three Bears, and I just called this character, "the girl" instead of using her name, that would be boring! Calling this character "Goldilocks" makes my storytelling much more precise—it helps me sound just like the book!</i> <i>Instead of talking about the mean, ugly man in the story of The Three Billy Goats Gruff, I am going to use his name and call him the "Troll." And instead of just calling them goats, I am going to call them by their names "The Youngest Billy Goat Gruff," the "Second Billy Goat Gruff," and the "Big Billy Goat Gruff." (NOTE: The Three Billy Goats Gruff might not be the best book to use for this lesson, because the names change from "youngest" to "tiniest," and "third" to "big." Feel free to substitute/switch emergent storybooks to model with for this particular lesson.)</i> Model retelling a few pages from the story, using the character's names. Storytellers, did you see how I used the characters names when retelling the story?

The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use the characters' names when retelling the story.</i> Turn to the next page of the book you used to model. <i>Peas, say the names of the characters you see on this page. Carrots, story-tell the page using the characters' names</i> As you listen in, praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ used the name "The Little Red Hen" instead of just saying "chicken."</i> Turn to the next page and repeat, switching the roles of Peas and Carrots.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember storytellers, we must use the character's name when retelling the story. This is important because it makes the story much more interesting and helps captivate our audience when they know the names of the characters in the story. We do this when we read independently and when we read with our partners.</i>

PT 2 /TP 3	Storytellers retell the story by saying what's happening in the pictures.
Connection Capture students' attention	Storytellers, yesterday we used the character's name when retelling the story. You did such a nice job remembering and using all of the characters names when you were storytelling. Today we're going to use another great storytelling strategy to help us retell the story. Today, I am going to teach you that storytellers retell the story by saying what's happening in the picture. This is important because the picture gives us lots of information and helps us remember what is happening on each page.
Teach Teach ONE thing by demonstrating.	Watch me as I retell the story by saying what's happening in the picture. Turn to Pg. 26. This is the page where the big Billy Goat Gruff is butting the Troll with his horns. <i>I am looking at the picture and studying it so I know what is happening.</i> Model studying the picture in an exaggerated way. <i>Watch now as I say what's happening in the picture. The Big Billy Goat Gruff butts the Troll with his horns. The troll flies through the air. The troll looks frightened, and the Big Billy Goat Gruff doesn't look afraid at all. The Billy Goat lifts up his hard hooves to trample the troll. The Troll screams and yells in terror. The Big Billy Goat Gruff defeats that mean, ugly troll.</i> Storytellers, did you see how I retold the story by saying what was happening in the pictures?

The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to retell the story by saying what's happening in the picture.</i> Turn to the next page in the book you have used to model/ <i>Carrots, retell the first page to your partner by using the pictures to say what is happening. Peas, be great listeners with giant bubbles and eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is using all the details in the picture to say everything that is happening on this page. I love how__ is including the actual words the author wrote</i> Turn to the next page in the book. <i>Now it's the pea's turn to retell the second page of the story by using the pictures to say what is happening. Carrots, remember to be good listeners.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, always remember to retell the story by saying what's happening in the picture. <i>This is important because the picture gives us lots of information and helps us remember what is happening on each page.</i>

PT 2 /TP 4	Storytellers retell the story by finding the main character and saying what he/she is doing on each page.
Connection Capture students' attention	Storytellers, yesterday we used the pictures to help us retell the story. Today we are going to use the main character, and the picture, to help us retell the story in an interesting way. Today, I am going to teach you that storytellers retell the story by finding the main character and saying what he or she is doing on each page. This is important because the main character is the most interesting part of the story, and we want to keep our readers interested by always telling them what the main character is doing on each page.
Teach Teach ONE thing by demonstrating.	Watch me as I retell the story by finding the main character and saying what he or she is doing on the page. Turn to Pg. 13. This is the page where the Troll yells at the Youngest Billy Goat Gruff. The troll is the main character here. I'm going to look at this page and retell what the troll is doing on this page. The troll yells at the tiniest Billy Goat Gruff. When the tiniest Billy Goat Gruff asks to go to the meadow and make himself fat, the Troll doesn't let him. He says, "No you're not! For I'm coming to gobble you up!" The troll shakes his finger at the tiniest billy goat gruff and yells at him in a scary voice, reaching towards him to gobble him up. The tiniest Billy Goat Gruff says, "Oh please don't take me! I'm too little that I am." And asks the troll to wait for his brother, the second Billy Goat Gruff, because he's much bigger. The troll thinks about this and says, "Well then, be off with you!" and points to the other side of the bridge. He lets the tiniest billy goat pass so he can gobble up his bigger brother instead. Storytellers, did you see how I retold the story by finding the main character and saying what he was doing on this page?



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to retell the story by finding the main character and saying what he is doing on the page.</i> Display a page from another familiar Emergent Storybook. As scholars turn and talk, they identify the main character and what he or she is doing on that page. Go to the next page and repeat.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always retell the story by finding the main character and saying what he is doing on each page. This is important because the main character is the most interesting part of the story, and we want to keep our readers interested by always telling them what the main character is doing on each page. We do this when we read independently and when with read with our partners!</i>

PT 2 /TP 5	Storytellers say at least 3 things that are happening in each picture.
Connection Capture students' attention	Storytellers, yesterday you did an excellent job finding the main character and telling what he or she was doing on each page. Today we are going to practice saying even more about each page. Today, I am going to teach you that storytellers say at least 3 things that are happening in each picture. This is important because oftentimes there are lots of things going on in the picture, and it's important that we tell about <u>all</u> the different things we see in the picture so that our audience can understand <u>everything</u> that's going on in the story.
Teach Teach ONE thing by demonstrating.	Watch me as I tell about more than one thing that are happening in each picture. Turn to Pg. 31. This is the page where the troll is in the water, and the Billy Goats Gruff are eating in the meadow. As you say 3 things that are happening, have scholars put up one finger at a time to keep track. <i>I'm going to look at this page and tell about more than one thing that's happening in the picture. Hmmm, I see the Big Billy Goat Gruff going up the hillside to join his brothers in the meadow. That's one thing. But I want to be sure and tell about more than one thing that's happening in the picture. What else do I see? Wow, there's a lot going on in this picture! I see the troll floating in the water. The Big Billy Goat Gruff defeated that mean ugly troll and he's in the river. The billy goats are eating daisies, grass, and flowers in the meadow. They are smiling and happy. They're going to eat and eat and eat and get fat.</i> Storytellers, did you see how I said at least 3 things that are happening in each picture?



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to tell about more than one thing that's happening in the picture.</i> Turn to another page in the book you used to model. <i>Peas, tell your partner at least 3 things that are happening on this page. Carrots, use your 3 fingers to help your partner keep track.</i> Turn to the next page <i>Carrots tell your partner at least 3 things that are happening on this page. Peas, use your 3 fingers to help your partner keep track.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always tell at least 3 things that are happening in the picture. This is important because oftentimes there are lots of things going on in the picture, and it's important that we tell about <u>all</u> the different things we see in the picture so that our audience can understand <u>everything</u> that's going on in the story.

PT 2 /TP 6	Storytellers describe the setting by telling about where the main character is.
Connection Capture students' attention	Storytellers, yesterday we told about more than one thing that was happening in the picture. Today we are going to learn about something new that storytellers include when they're retelling a story to capture their audience. The setting, where the story takes place, is one of the most important parts of any great story. Today, I am going to teach you that storytellers describe the setting by telling about where the main character is. This is important because knowing the setting, and telling the audience about where the story takes place allows us to really picture the story in our minds like a movie.
Teach Teach ONE thing by demonstrating.	Storytellers, sometimes the setting changes from one page to the next. In the Three Billy Goats Gruff, the setting changes from a valley to a bridge to a meadow. In other stories, the setting stays the same on each page. It's important that we always describe the setting when we story-tell by telling about <u>where</u> the main character is. Watch me as I describe the setting by telling about where the main character is. Turn to Pg. 6. This is the page where the Billy Goats are looking up the hillside to the meadow. The setting is where the story takes place. On this page, the main characters are in the valley looking at the meadow on the hillside. The valley is the setting in this picture. I am going to describe the valley and tell about <u>where</u> the Billy Goats are. Model describing the setting. The Three Billy Goats are in a valley where there is very little grass. There is not enough food for

	them to eat in this valley. They have to cross the rushing river to get to the meadow on the hillside, where there is more to eat. The meadow is full of green grass. They must cross the river, and leave the valley, to get to the meadow full of grass. Storytellers, did you see how I described the setting and told about where the main characters were?
The Try Students must participate and practice to learn.	Now it's your turn to try. I want you to describe the setting by telling about where the main character is. Display the next page of the book you have used to model or another familiar Emergent Storybook. <i>Peas, describe the setting on the first page to your partner by telling about where the main character is. Carrots, be great listeners with your eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is describing the setting. ____ described the woods where the Three Bears lived and talked about the trees and their little log cabin.</i> Turn to the next page <i>Now it's the carrots' turn to describe the setting by telling about where the main character is. Peas, remember to be great listeners.</i>



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Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always describe the setting and tell about where the main character is. This is important because knowing the setting, or where the story takes place, makes the story much more interesting and allows us to really picture it like a movie. Do this from now on when you read your books alone, and when you read with partners.

PT 2 /TP 7	Storytellers find the main character and imagine what he/she might be saying by using “He said, ‘ ___ ’ and she said, ‘ ___ ’”
Connection Capture students’ attention	Storytellers, yesterday we learned how to describe the setting and talk about where the story takes place. You did an excellent job describing the farm where the Little Red Hen works, the house where the Three Little Bears live, and the spot where the little boy decided to plant his seed and watch it grow. I’m very proud of all the great storytelling you did yesterday. Today we are going to use our imaginations to make the characters in our stories more interesting. <i>Today, I am going to teach you that storytellers find the main character and imagine what he/she might be saying by using “He said, ‘ ___ ’ and She said, ‘ ___.’” This is important because when we add in all the words that the characters actually might say in the story, it makes our storytelling come alive for our audience!</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I find the main character and imagine what he might be saying by using, “He said, ‘ ___.’”</i> Turn to Pg. 28. This is the page where the Troll is falling into the river. <i>I am going to imagine what the Troll might be saying by using “He said, ‘ ___.’” The Troll is the main character. I found him, he’s right here.</i> Point to the troll. Model imagining what the troll might be saying. <i>Now I’m going to imagine what he might be saying. Hmmm, he’s falling into the river. I am going to imagine what he might be saying as he falls. Got it! Now I’m going to use “he said” and say what I think the troll might be saying. He said, “Ahh! Oh no! That Big Billy Goat has defeated me! I don’t even know how to swim! I’m going to drown in this river. Someone help me! Throw me a lifesaver.</i>

	Ahh! I'm afraid of fish. Oh no! Those tricky Billy Goats have outsmarted me." Storytellers, did you see how I found the main character and imagined what he might be saying by using, "He said, ' ____'."
The Try Students must participate and practice to learn.	Now it's your turn to try. I want you to find the main character and imagine what he/she might be saying by using, "He said, ' ____ ' and She said, ' ____'." Turn to a new page in the book you used to model, or in another familiar ESB. <i>Carrots, find the main character on this page and imagine what he/she might be saying by using, "He said, ' ____ ' and She said, ' ____'." Peas, be good listeners with giant bubbles and eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is imagining what the little boy is saying. He might be saying, "I can't wait for my carrot to grow. I'm so excited to see it come up."</i> Turn to a new page. <i>Now it's the pea's turn to find the main character and imagine what he/she might be saying on the second page. Carrots, remember to be great listeners.</i> Continue to walk around and praise/redirect students. Restate teaching point by praising scholars.



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Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always find the main character and imagine what he/she might be saying by using "He said, ' __ ' and "She said, ' __.' " This is important because when we add in all the words that the characters actually might say in the story, it makes the characters come alive in our minds and for our audience!</i>

PT 2 /TP 8	Storytellers look at the previous page to remind ourselves what has just happened.
Connection Capture students' attention	Storytellers, yesterday we had so much fun imagining what the characters in the stories might be saying. You used your imaginations and came up with some wonderful dialogue. Today we're going to practice something else that storytellers do before they read to help them remember all of the important parts. <i>Today, I am going to teach you that storytellers look at the previous page –the one that came before- to remind ourselves what has just happened. This will help us connect the different pages in the book so that the whole story makes sense.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I look at the previous page before I read to remind myself what has just happened.</i> <i>I am just about to read my favorite page in <u>Caps for Sale</u>, the one where the peddler realized the monkeys have taken his caps. Before I do though I am going to flip back and look at the previous page-the one that came before-to remind myself what has just happened. Think aloud as you study the page. Oh! I remember how the story goes. The peddler falls asleep under the tree. He sleeps for a long time! The monkeys take the peddler's caps while he is napping!</i> <i>Storytellers, did you see how I looked at the page before I read to remind myself what has just happened?</i>

The Try Students must participate and practice to learn.	<i>Now it's your turn to try. You are going to practice looking at the previous page-the one that came before-to remind yourself what has just happened.</i> <i>Scholars, I thought we could read this page of <u>Milton the Early Riser</u>, where Milton works and works and puts things right. But I think it's important that we first use the page before to remind ourselves why Milton has to work so hard.</i> Turn to the previous page <i>Scholars, let's remind ourselves what is happening. Turn and tell your partner what's happening on this page. How does flipping back and looking at this page help us understand why Milton must work so hard?</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always look at the page before we read to remind ourselves what is happening. Doing so will help us connect the pages of the book so that the whole story makes sense.</i>

PT 2 /TP 9	Storytellers say more about what the main character is doing on each page.
Connection Capture students' attention	Storytellers, yesterday we looking back to make sure we are connecting the pages as we are reading. You were such great storytellers as you used the previous page to remind yourselves what had just happened. Today we are going to notice even more things about each page. Just like as writers, we try our best to include many details on each page, we also want to be the kind of storytellers who tell many details on each page! So, today, I am going to teach you that storytellers say more about what the main character is doing on each page. This is important because we don't want our audience to be bored when we tell our story, so we have to tell them everything the main character is doing, not just one little thing.
Teach Teach ONE thing by demonstrating.	Watch me as I say more about what the main character is doing on each page. Turn to Pg. 15. This is the page where the Troll is yelling at the second Billy Goat. <i>I am going to say more about what the main character is doing on this page. I could just say, "He's yelling at the goat." But that's boring. I want to say more about what the troll is doing to make my story more interesting. Watch as I say <u>more</u> about what the troll is doing on this page. The bridge is making a noise. The troll hears someone coming. He roars with his big booming voice and demands to know who dares try to cross his bridge. He reaches out his hands and shakes his head from side to side, making his voice as loud as he possibly can. He stands up on the two tallest rocks under the bridge and roars "Who's that tripping over my bridge!" His voice echoes from under the bridge and he looks up in anticipation for a response from the trespasser.</i> Storytellers, did you see how I said more about what the main character was doing on this page?



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to say more about what the main character is doing on each page.</i> Turn to another page in the book you used to model. <i>Carrots, say more about what the main character is doing on this page. Peas, be great listeners with giant bubbles and eyes on the book.</i> Share out scholars' responses. Then turn to a new page. <i>Peas, say more about what the main character is doing on this page.</i> Share out scholars' responses.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always say more about what the main character is doing on each page. <i>This is important because we need to remember to retell as many things as we possibly can about what the main character is doing. Just like when we are writing, we don't want our audience to be bored when we tell our story, so we have to tell them <u>all of the details of what</u> the main character is doing on each page.</i>

PT 2 /TP 10	Storytellers use “first,” “next,” and “then” to retell a story.
Connection Capture students’ attention	Storytellers, yesterday we said more about what the main character was doing on each page. I was so impressed by the great storytelling you did with your partners. Today we are going to practice using fancy storytelling words to spice up our stories and make them more interesting. <i>Today, I am going to teach you that storytellers use “first,” “next,” and “then” to retell a story. This is important because we need to let our audience know the order in which the story happens. We don’t want our listeners to be confused, so we must use these words to help them realize the flow of the story and to help them know when the story is about to move on and go to something new.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use “first,” “next,” and “then” to retell a story.</i> Retell the first three pages of The Three Billy Goats Gruff using “first,” “next,” and “then.” You do not have to read the pages verbatim, but simply retell the story, emphasizing and adding in transition words. <i>Storytellers, did you see how I used “first,” “next,” and “then” to retell the story of The Three Billy Goats Gruff?</i> <i>Now it’s your turn to try. I want you to use “first,” “next,” and “then” to retell a story.</i>
The Try Students must participate and practice to learn.	<i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. Today we are going to try something new and different. Instead of taking turns on each page, we are going to take turns storytelling three pages of the book at a time. The peas are going to story-tell the first three pages of the book to the carrots, and then the carrots are going to story-tell the next three pages of the book to the peas. We are going to take turns storytelling three pages of the book to our partners, using the words “first,” “next,” and “then” to retell the story, just as you saw me</i>

	<i>do with The Three Billy Goats Gruff.</i> <i>Remember to use your bubbles and Whisper Voices so that the room is peaceful.</i> <i>Please, take out the books you brought to the rug. Read the first three pages of the book to your partner, using the words “first,” “next,” and “then.” Carrots, be good listeners with giant bubbles and eyes on the book.</i> <i>As you listen in, praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example:</i> <i>I love the way ____ is using the word “first” to retell what is happening on the first page.</i> <i>Now it’s the carrot’s turn to read the next three pages of book to their partner. Peas, remember to be good listeners.</i> <i>Stop scholars and restate the teaching point again to praise a scholar. Example:</i> <i>I love the way ____ used the word “then” to describe what happened next in the story.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always use “first, “next,” and “then” to retell a story. This is important because we need to let our audience know the order in which the story happens. We don’t want our listeners to be confused, so we must use these words to help them realize the flow of the story and to help them know when the story is about to move on and go to something new.

PT 2 /TP 11	Storytellers connect the pages by saying how the character gets from one page to the next.
Connection Capture students' attention	Storytellers, yesterday we used "first," "next," and "then" to retell the story. You did a wonderful job using these words to connect the pages of the book. Today we are going to learn more about how to make our stories flow together and connect, so that they make sense. <i>Today, I am going to teach you that storytellers connect the pages by saying how the character gets from one page to the next. This is important because we need to explain to our listeners how the characters move from one setting to another, from place to place. We must help ourselves, as well as our audience understand how the character moves throughout the story. Our stories must make sense.</i> Watch me as I connect the pages by saying how the character gets from one page to the next.
Teach Teach ONE thing by demonstrating.	Storytellers, this is one of our favorite books, Caps for Sale. I am going to say how the peddler gets from one page to the next. I am going to start by studying the very first page and saying what the peddler is doing. Read the first page of Caps for Sale. Pause and look at the first page of Caps for Sale. <i>On the first page the peddler is standing by his house, with lots of caps on top of his head.</i> Turn and look at the next page. Model thinking how the character would get from one page to the next. <i>Hmmm, how can I connect this page to the page before? How did he get to this page? On the first page he was standing by his house, and now he is in the street in the middle of the village. I need to say how the peddler got to this part of the story, how the peddler got to the street in the village. I am</i>

	going to say, "The peddler walked into town and began trying to sell his caps." Read the second page of Caps for Sale. Storytellers, did you see how I connected the first two pages of Caps for Sale by saying how the peddler got from one page to the next? Now it's your turn to try. I want you to connect the pages by saying how the character gets from one page to the next. Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. The carrots are going to story-tell three pages to the peas first, and then the peas are going to story-tell three pages of the book to the carrots next. We are going to take turns storytelling three pages of the book to our partners, connecting the pages by saying how the character gets from one page to the next. Carrots, take out the book you brought to the rug. Read three pages of the book to your partner, connecting the pages by saying <u>how</u> the character gets from one page to the next. Peas, be great listeners with your eyes on the book. As you listen in, praise/redirect students. Stop students and restate the teaching point by praising a scholar. Example: I love the way ____ is connected the first two pages of Corduroy by saying that Corduroy was sitting on a shelf waiting for the store to open, then the store opened and a little girl came along. ____ used our fancy storytelling words from yesterday to connect the first two pages. Now it's the peas' turn to read the next three pages of the book to their partner. Carrots, remember
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	<i>to be great listeners.</i> Continue to listen in, praising/redirecting scholars. Stop students and restate the teaching point again by praising a scholar. Example: <i>I love the way ____ connected the page where Milton sees the Nincompoops sleeping to the page where he explores and finds that all the animals are sleeping by saying, "Milton kept exploring and looking everywhere, but all the animals were sound asleep no matter where he looked."</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always connect the pages by saying how the character gets from one page to the next. This is important because we need to explain to our listeners how the characters move from one setting to another, from place to place. We must help ourselves and our audience understand how the character moves throughout the story so that our reading makes sense!

PT 2 /TP 12	Storytellers tell what the character is <i>doing</i> , and then tell what the character is <i>saying</i> .
Connection Capture students' attention	Storytellers, yesterday we connected the pages in the stories by saying how the character got from one page to the next. You did a wonderful job explaining how the characters moved throughout the story. Today we are going to learn how to make our storytelling more interesting by telling more about the characters' actions and dialogue. Actions and dialogue are the things that the characters are doing and saying in the story. Today, I am going to teach you that storytellers say what the character is <u>doing</u>, and then tell what the character is <u>saying</u>. This is important because characters do and say lots of interesting things in the story, and we want to make sure to tell our listeners all of the things our characters are doing and saying so that they get a better understanding of what's happening in the story. Watch me as I tell what the character is doing, and then tell what the character is saying.
Teach Teach ONE thing by demonstrating.	<i>I am going to tell what the peddler is doing, and then tell what the peddler is saying in the book Caps for Sale.</i> Turn to the page of Caps for Sale where the peddler is shaking his finger at the monkeys. Pause and look at the page in the book. <i>I am going to look at this page and tell what the peddler is doing and then what the peddler is saying. Hmm, what is the peddler doing? The peddler is shaking his finger at the monkeys. And what is the peddler saying? The peddler is saying, "You monkeys, you, give me back my caps!" I need to tell both what the peddler is doing, and what the peddler is saying.</i> Read the first part of the page.

	"You monkeys, you," he said, shaking a finger at them, "you give me back my caps." Storytellers, did you see how I told what the peddler was doing, and then told what the peddler was saying?
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to tell what the character is doing, and then tell what the character is saying.</i> Display another page in the book you used to model. <i>Peas, tell the carrots what the character is doing and saying. Carrots, be great listeners with your eyes on the book!</i> Share scholars' responses. Display another page in the same book. <i>Carrots, tell the peas what the character is doing and saying...</i> <i>I love the way ___ told what Corduroy was doing and saying on this page. He/she said that Corduroy is looking at his button, frowning with a sad face, saying "I didn't know I'd lost a button!"</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always say <u>what the character is doing</u>, and then tell <u>what the character is saying</u>. This is important because characters do and say lots of interesting things in the story, and we want to make sure to tell our listeners all of the things our characters are doing and saying so that they get a better understanding of what's happening in the story.

PT 2 /TP 13	Storytellers also describe what other characters on the page are doing and saying.
Connection Capture students' attention	Storytellers, yesterday we told what the character in the story was doing and saying. You made your stories much more interesting by adding in the character's dialogue and actions. Today we are going to learn how to tell even more about the other characters in the story. Today, I am going to teach you that storytellers also describe what other characters on the page are doing and saying. This is important because in many stories there are lots of different characters doing and saying lots of different things, and it's important that we tell our audience all of the many things the characters are doing and saying so that our story is as interesting as possible.
Teach Teach ONE thing by demonstrating.	Watch me as I tell what other characters on the page are doing and saying. The main character is the person the book is mostly about. But stories have many other characters as well. Most books have lots and lots of characters. <i>In Caps for Sale, the peddler is the "main character" and the monkeys are the "other characters" in the story. I am going to tell what the monkeys are doing, and then tell what the monkeys are saying in the book Caps for Sale.</i> Turn to the page of Caps for Sale where the peddler is shaking his finger at the monkeys. Pause and look at page in the book. <i>I am going to look at this page and tell what the monkeys are doing and also what the monkeys are saying. Hmm, what are the monkeys doing? The monkeys are shaking their fingers at the peddler. And what are the monkeys saying? The monkeys are saying, "Tsz, Tsz, Tsz." I need to tell both of these things, what the monkeys are doing, and what the monkeys are saying. The monkeys are also important characters in the book even though they are not the main character, and I need to tell what they are doing and saying too.</i>

	Read the second part of the page. <i>The monkeys only shook their fingers back at him and said, "Tsz, Tsz, Tsz."</i> Storytellers, did you see how I told what the other characters on the page were doing and saying?
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to tell what the other characters on the page are doing and saying.</i> Turn to a new page in the book you used to model, or in another familiar ESB. <i>Carrots, read this page to your partner, telling the peas what the other characters on the page are doing and saying. Peas, be good listeners with giant bubbles and eyes on the book.</i> Turn to a new page. <i>Now it's the pea's turn to read the one page of the book to their partner, telling the carrots what the other characters are doing and saying on their page. Peas, remember to be good listeners.</i> <i>I love the way ____ told what Milton's mother and father were doing on this page. He/she said that Milton's parents were waking him up, saying "Rise and shine!"</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always describe what other characters on the page are doing and saying. This is important in many stories there are lots of different characters doing and saying lots of different things, and it's important we tell our audience all of the many things the characters are doing and saying so that our story is as interesting as possible.



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PT 2 /TP 14	Readers become storytellers by using the same words as the author.
Connection Capture students' attention	Storytellers, yesterday we told what all the other character in the story were doing and saying. You made your stories much more interesting by adding in the character's dialogue and actions. Today we are going to learn how to sound like expert storytellers. Today, I am going to teach you that readers become storytellers by using the same words as the author. This is important because the author carefully chose all of the words that are in the story and we want to try to tell it exactly the way that the author wanted us to when they wrote the book.
Teach Teach ONE thing by demonstrating.	Watch me as I become a storyteller by using the same words as the author. <i>I am going to try my very best to use all of the author's words in the book Caps for Sale. I am not going to make up my own words. I am going to try to say all of the words the author, Esphyr Slobodkina, put into the story.</i> Turn to the first page of Caps for Sale. <i>Can I make up my own words and say, "This is a story about a man with a moustache who sold lots of different colored hats from on top of his head?" No! I can't say those words because those aren't the author's words. I need to try to remember all of the author's words. Oh, I remember, the author called this man a peddler and talked about how he sold caps. So I have to use the words "peddler" and "caps." I also remember this page started "Once there was..." because this is the way a lot of stories I like begin. And I remember the way the author told about the hats because he named all the colors, starting at the bottom and working his way up to the red caps. I am going to try to read like a story-teller by using the same words as the author.</i>

	Read the first page of Caps for Sale word for word, just as it is written. Storytellers, did you see how I became a storyteller by using the same words as the author?
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to try your very best to become a storyteller by using the same words as the author.</i> Display a familiar page from <i>Caps for Sale</i>! <i>Peas, read this page to your partner, using all the same words as the author. Carrots, be great listeners with giant bubbles and eyes on the book.</i> <i>I love the way ___ remembered the way the author used the words "flip-flopped" and "flop-flipped" on this page. ___ did a really nice job using the same words as Gene Zion, the author of Harry the Dirty Dog.</i> Display a new page. <i>Now it's the carrot's turn to read the one page of the book to their partner, using all the same words as the author. Peas, remember to be great listeners.</i> <i>I love the way ___ used the same words as the author. He remembered the words that Don Freeman used on the second page. ___ said that "no one ever seemed to want a small bear in green overalls." Those are exactly the same words that the author used on this page!</i>



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Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Readers, we must always become storytellers by using the same words as the author. This is important because the author carefully chose all of the words that are in the story and we want to try to tell it exactly the way that the author wanted us to when they wrote the book.</i>

PT 2 /TP 15	Storytellers make our voices sound like the character's voice by thinking about how the character is feeling.
Connection Capture students' attention	Storytellers, yesterday we used all of the same words as the author to tell our stories. Some of you sounded just like Don Freeman and Gene Zion! I was very impressed by how many of the authors' words you used when telling your stories to your partners. Today we are going to learn how to sound like expert storytellers, by using our voices in a fun and exciting way. Today, I am going to teach you that storytellers make our voices sound like the character's voice by thinking about how the character is feeling. This is important because we want to make sure to show our audience when a character is feeling a certain way, by changing our voice to show that feeling.
Teach Teach ONE thing by demonstrating.	Watch me as I make my voice sound like the character's voice by thinking about how the character is feeling. <i>I am going to try to make my voice sound like the peddler in Caps for Sale.</i> Turn to the page where it says the peddler felt quite angry and he stamped his foot. <i>Before I try to make my voice sound like the peddler's, I need to think about how he is feeling on this page. Hmmm. He's lost of all his caps. The monkeys won't give him his caps back. The monkeys keep mimicking him. I remember that the words even tell us that the peddler was quite angry. I need to use a very angry voice.</i> Read the first part of this page, making your voice sound overly angry: "YOU MONKEYS, YOU! YOU BETTER GIVE ME BACK MY CAPS!"

	Storytellers, did you see how I made my voice sound like the peddler's voice by thinking about how the peddler was feeling on this page? Now it's your turn to try. I want you to make your voice sound like the character's voice by thinking about how the character is feeling. Display a page from a familiar ESB. It should be one that includes dialogue. Carrots, read this page to your partner, making your voice sound like the character's by thinking about how the character is feeling. Peas, be great listeners with giant bubbles and eyes on the book. I love the way ____ used a sad, sad voice when they read the page in Corduroy where he discovers he lost a button. They said the words, "I didn't know I'd lost a button" in such a sad, sad voice because they knew that Corduroy was probably very sad to lose his button. Display another page from the same book that contains dialogue. Now it's the pea's turn to read the one page of the book to their partner, making their voice sound like the character's by thinking about how the character is feeling. Carrots, remember to be good listeners. I love the way ____ used a happy voice to say the words, "It's Harry! It's Harry!" on this page, when the family discovers that the dirty dog is actually their pet, Harry.
The Try Students must participate and practice to learn.	
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must always make our voices sound like the character's by thinking about how the character is feeling. This is important because we want to make sure to show our audience when a character is feeling a certain way, by changing our voice to show that feeling.

PT 2 /TP 16	Storytellers use gestures and facial expressions to make the story more interesting.
Connection Capture students' attention	Storytellers, yesterday we made our voices sound just like the characters in our stories. I loved the way you sounded just like the angry peddler, or sleepy Milton. Today we are going to learn how to use our bodies when we story-tell, to captivate our audience and keep them even more interested in the story. Today, I am going to teach you that storytellers use gestures and facial expressions to make the story more interesting. This is important because when we make gestures with our hands and our bodies, and use big expressions on our faces, it spices up our stories and makes them more interesting for our audience. Watch me as I use gestures and facial expressions to make the story more interesting. <i>I am going to use my hands and body to make gestures as I story-tell this page in Caps for Sale. I'm also going to use my mouth, my nose, and my eyebrows to make facial expressions.</i> Turn to the page where it says the peddler felt quite angry and he stamped his foot. <i>Watch how I use my body to make the peddler and monkey's gestures in the story. It's going to spice up my storytelling and make the story much more interesting.</i> Read the page and stamp your feet, shake your fists, move your head. Use your body to make gestures as you read. <i>Now watch how I use facial expressions to show that the peddler is angry. I'm going to scrunch up my mouth, burrow my eyebrows and frown to show how mad he is.</i> Read the page again, this time with gestures and facial expressions.
Teach Teach ONE thing by demonstrating.	



	Storytellers, did you see how I used gestures and facial expressions to make the story more interesting? Now it's your turn to try. I want you to use gestures and facial expressions to make the story more interesting. Display a page from a familiar ESB. <i>Together, with your partner, use gestures and facial expressions to make the story more interesting as you read this page.</i> Repeat with another page. <i>I love the way ___ used a gesture to show that Harry grabbed the scrub brush and ran away to bury it in the back yard.</i> <i>I love the way ___ used a gesture to show that the Creeps, the Whippersnappers, and the Nincompoops were all asleep. ___ used a gesture to make the story more interesting. ___ put his hands to his head to show that they were all sleeping.</i>
The Try Students must participate and practice to learn.	Storytellers, we must always use gestures and facial expressions to make the story more interesting. This is important because when we make gestures with our hands and our bodies, and use big expressions on our faces, it spices up our stories and makes them more interesting for our audience.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	

PT 2 /TP 17	Storytellers use partners to take turns acting out the story: “I story-tell, you act. You story-tell, I act.”
Connection Capture students’ attention	Storytellers, yesterday we read with such great expression. We used our bodies to make gestures as we read, and our stories were much more interesting. Today we are going to learn how to work with a partner to act out our stories. You’ve been using excellent teamwork and working together so nicely, and I can’t wait to see you act out the stories today. <i>Today, I am going to teach you that storytellers use partners to take turns acting out the story: “I story-tell, you act. You story-tell, I act.” This is important because we show how much we understand a story by acting it out with a partner.</i> <i>Watch me as I use a partner to take turns acting out the story: “I story-tell, you act. You story-tell, I act.”</i>
Teach Teach ONE thing by demonstrating.	Ask one scholar to come up and volunteer. (NOTE: If management is under control, you might choose to have the AT come up and be your partner.) <i>Today peas are going to story-tell first, carrots are going to act first. I’m a carrot, so I’m going to act out a page first while my partner story-tells. Then we will switch and my partner is going to act out a page, and I am going to story-tell. Remember: we have to take turns!</i> Act out the story as your partner reads the first page. Use courteous actions, so as to not take away from the storytelling. <i>Storytellers, did you notice how I acted out the story in a nice way? I did not make too much noise. I wanted to show that I understood the story, and act it out in a way that would make you more interested. But I was also very friendly and kind to my partner, allowing them to do their best storytelling while I acted out the story.</i>

	<i>Now it's my partner's turn to act out the story. Let's watch and see if they are going to be courteous and use actions that allow me to do my best storytelling.</i> Let the partner act out the second page of the book. Storytellers, did you see how we used partners to take turns acting out the story? "I story-tell, you act. You story-tell, I act."
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use partners to take turns acting out the story: "I story-tell, you act. You story-tell, I act."</i> Display another page from the book you used to model. <i>Peas, story-tell this page. Carrots, act out the story.</i> <i>I love the way ___ and ___ worked together so nicely. I can tell that ___ understood the story because they pretended to be Milton and they stretched and yawned as ___ read the words "Milton woke up early."</i> Display another page from the same book. <i>Now it's carrot's turn to story-tell the next page from the book. Peas, act out the story. Carrots story-tell, peas act.</i> <i>I love the way ___ and ___ were a great team. ___ acted just like a busy shopper trying to buy all sorts of things, and acted out a sad and ignored Corduroy, while ___ read the second page of the book. They took turns acting out the story so nicely.</i>



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Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must use partners to take turns acting out the story: "I story-tell, you act. You story-tell, I act." This is important because we show how much we understand a story by acting it out with a partner.</i>

Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 1	A quiet audience member sits in Magic 5 and shows silent excitement during the storytelling.
Connection Capture students' attention	<i>Storytellers, yesterday we acted out the stories with a partner. I am so excited because today we are going to do something new and different. Today we are going to act out the stories as a class, just like a Readers Theatre.</i> Today, I am going to teach you that a quiet audience member sits in Magic 5 and shows silent excitement during the storytelling. It's very important that the audience is especially quiet because the narrator and storytellers on stage need to be heard. The audience is the most important part of Readers' Theatre because they are the ones who get to enjoy the storytelling!
Teach Teach ONE thing by demonstrating.	Watch me as I show you how a quiet audience member sits in Magic 5 and shows silent excitement during the storytelling. Model how to sit in Magic 5 and show silent excitement. <i>I am going to sit with my hands in my lap. If I like a certain part of the story, I am going to wiggle my hands and show silent excitement. I am going to keep a big bubble in my mouth and be extra quiet, so that I do not interrupt the storytelling on stage. I know that if I want to be on stage, I have to be a quiet and respectful audience member so that maybe I can get a turn next time.</i> Ask two volunteers to come up and act out/read the first page of Caps For Sale. <i>I am going to be a quiet audience member. I am going to sit in Magic 5 and use silent excitement as they act out Caps for Sale. I know that if I want to be an actor next time, I have to be a good</i>

	<i>audience member and enjoy the storytelling in a quiet way.</i> The two volunteers read the first page of Caps for Sale. Stay in Magic 5 and show Silent Excitement when they talk about the colors of caps. <i>I didn't say "yay" or make any noise when they acted out my favorite part about all the different colored caps. I showed silent excitement and stayed in Magic 5.</i> <i>Storytellers, did you see how I sat in Magic 5 and showed silent excitement during the storytelling?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to sit in Magic 5 and show silent excitement during the storytelling.</i> <i>Let's practice being good audience members by acting out the first three pages of Caps for Sale. I am going to pick one scholar to be the narrator and story-tell the first three pages. I am going to pick another scholar to be the peddler and say all the words that the peddler speaks in the story. And I am going to pick many of you to be the audience members, which is the most important part of Readers Theater. Remember, if you want a part on stage next time, you must be a good audience member by sitting in Magic 5 and showing silent excitement.</i> Call on one scholar with a strong memory and an excellent retelling of Caps For Sale. Choose a student with a loud speaking voice and a leader in the classroom. Call on a similar scholar to be the peddler. Have the scholars stay at the rug. Ask the narrator to sit in the Teacher's Chair, and ask the peddler to stand up on the "stage."



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	<i>Narrator, please do not begin until you feel like you have a quiet audience. Do not start until you see everyone in a beautiful Magic 5.</i> Walk around and praise/redirect students. Share out praise in a way that restates the teaching point. Example: <i>I love the way ___ is sitting in such a nice Magic 5. They are showing silent excitement because they are so excited to enjoy the first three pages of Caps For Sale.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	Storytellers, we must remember that a quiet audience member sits in Magic 5 and shows silent excitement during the storytelling. It's very important that the audience is especially quiet because the narrator and storytellers on stage need to be heard. The audience is the most important part of Readers' Theatre because they are the ones who get to enjoy the storytelling!

Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 2	Storytellers in Readers Theatre use loud and proud voices.
Connection Capture students' attention	<i>Storytellers, yesterday we practiced being quiet audience members so that everyone could hear and enjoy the storytelling. Today we are going to practice another important part of Readers Theatre that allows everyone to hear and enjoy the storytelling</i> Today, I am going to teach you that storytellers in Readers Theatre use loud and proud voices. It's very important that the audience hears the story and is able to understand the words that the story-teller is saying.
Teach Teach ONE thing by demonstrating.	Watch me as I show you how storytellers in Readers Theatre use loud and proud voices. Read the first page in a quiet, mumbled, Whisper Voice. Read much too quickly. <i>Was that a loud and proud voice? Were you able to hear and understand the story? No! I was speaking so quietly you couldn't even hear me. And I was saying the words much too slowly. I need to use a loud and proud voice.</i> Read the first page again, this time screaming in a loud/unpleasant manner. Say the words extra slowly in a monotone voice. <i>That was a very loud voice, but was it a proud voice? Am I proud of the storytelling I just did? No way, I was screaming so loudly I sounded absolutely atrocious. You couldn't even really understand me because I was screaming in such an unpleasant manner. And I was reading way too slowly. Let me try again.</i>

	Read the first page a third time, this time in a loud/proud voice, overly enunciating and articulating every sound. <i>Storytellers, did you see how I used a loud voice, but it wasn't too loud? I didn't speak too quickly or too slowly. I used a voice that made me very proud of the great storytelling I was doing.</i> <i>Storytellers, did you see how I used my loud and proud voice?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use loud and proud voices.</i> <i>Let's take turns using a loud and proud voice with a partner. Sit shoulder to shoulder with your partner. Today carrots are going to read the first page of the book to the peas in a loud and proud voice. And then the peas are going to read the next page to the carrots in a loud and proud voice. I story-tell a page, you story-tell a page. Remember, make sure not to story-tell in a voice that is too loud, too soft, too fast, or too slow. Just like Goldilocks, you want your loud and proud voice to be "just right."</i> Display a page of a familiar ESB. <i>Carrots, read this page to the peas in a loud and proud voice. Peas, remember to be good audience members for your partner.</i> <i>I love the way ___ is sitting in such a nice Magic 5. They are being such a good audience member.</i> <i>I love the way ___ is using such a loud and proud voice. They are speaking very clearly, but not too quickly or too loudly. Their voice is just right.</i> <i>Now it's time for the peas to read one page of the book in a loud and proud voice. Carrots, remember</i>



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	<i>to be good audience members for your partners.</i> Display a new page.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must remember that storytellers in Readers Theatre use loud and proud voices. It's very important that the audience hears the story and is able to understand the words that the story-teller is saying.</i>

Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories
- * You might want to show scholars a quick clip of the video on edutube of Cristian Cruz narrating *The Carrot Seed*

PT 3/ TP 3	The narrator remembers all of the author's words and reads in an especially loud and proud voice.
Connection Capture students' attention	<i>Storytellers, yesterday we practiced using our loud and proud voices. Today we are going to learn about the narrator and how the narrator has an extra special job during Readers Theatre.</i> Today, I am going to teach you that the narrator remembers all of the author's words and reads in an especially loud and proud voice. It's very important for the narrator to remember the story and tell it in a very clear voice, so that the actors and the audience know what is happening.
Teach Teach ONE thing by demonstrating.	Watch me as I show you how the narrator remembers all of the author's words and reads in an especially loud and proud voice. <i>Storytellers, if I am the narrator, it's my job to read the story to the audience and the actors. Everyone is depending on me to keep the story moving. It's my job to let everyone know what is happening in the story, so I have to be extra, extra loud and proud when I read.</i> <i>If I skip an important part of the story, everything gets mixed up and the actors don't know what to do and the audience is confused. It is so important that I try to remember all of the author's words and retell every single part of the story so that the audience and actors know what is happening.</i> Read the first page in a quiet, mumbled, Whisper Voice. Read much too quickly. Make up the words and say something completely outlandish. <i>Once upon a time there was a man with a moustache that loved to eat ice cream. He hid his ice</i>

	<i>cream in his hats. He loved to skip and sing and sell ice cream from his hats. He used the hats as bowls and carried tiny spoons in his pockets.</i> <i>Storytellers, do you see how confused the actors and the audience would be if I didn't remember all of the author's words and didn't read in a loud and proud voice? That isn't how the story is supposed to go at all! Let me try again.</i> Study the page. Nod in understanding, as though you are remembering what the words say. <i>This time I am going to try to remember all of the author's words and read in an especially loud and proud voice so that everyone understands the story.</i> Read the first page again, this time reading in an extra clear voice, narrating the first page for the audience. <i>Storytellers, did you see how I remembered all of the author's words and read in an especially loud and proud voice?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to be the narrator and I want you to remember all of the author's words and read in an especially loud and proud voice.</i> <i>Let's take turns being the narrator and reading one page from a story, remembering all of the author's words and reading in a loud and proud voice. Sit shoulder to shoulder with your partner.</i> <i>Peas take out the book you brought to the rug.</i> <i>Today peas are going to be the narrator first. The peas are going to remember all of the author's words and read one page in an especially loud and proud voice. Carrots, remember to be a good audience member and sit in Magic 5.</i>



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	Walk around and praise/redirect students. Share out praise in a way that restates the teaching point. Example: <i>I love the way ___ is sitting in such a nice Magic 5. They are being such a good audience member.</i> <i>I love the way ___ is remembering all of the author's words and using such a loud and proud voice.</i> <i>Now it's time for the carrots to be the narrators. Carrots, you are going to remember all of the author's words and read the next page in an especially loud and proud voice. Peas, be good audience members.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must keep in mind that the narrator remembers all of the author's words and reads in an especially loud and proud voice. It's very important that the narrator remembers the story and tells it in a very clear voice, so that the actors and the audience know what is happening.</i>

Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 4	Storytellers on stage know when to speak and what to say.
Connection Capture students' attention	Storytellers, yesterday we practiced being narrators. We practiced remembering all of the author's words and using our especially loud and proud voices. Today we are going to learn another important part of how to become excellent actors and storytellers in Readers Theatre. Today, I am going to teach you that storytellers on stage know when to speak and what to say. It's very important that storytellers take turns talking, and let all of the characters in the story speak. This helps bring all of the characters in our stories to life.
Teach Teach ONE thing by demonstrating.	Watch me as I show you how storytellers on stage know when to speak and what to say. Storytellers, it's very important that we take turns and let all of the characters on stage speak when it's their turn. The narrator's job is to tell the story and say all of the author's words. The other storytellers' jobs are to tell the words that the characters actually say out loud, the dialogue, the words that are meant to come out of the characters' mouths. Turn to the second page of Caps for Sale. <i>If I am the narrator, it's not my job to say "Caps! Caps for sale! Fifty cents a cap!" Those are the peddler's words. The storyteller on stage that is the peddler is the one who says the words that the peddler speaks in the story. It is their job to say, "Caps! Caps for sale! Fifty cents a cap!"</i>

	<i>I am going to ask one volunteer to come up and be the narrator, and I am going to be the storyteller on stage playing the part of the peddler. So the narrator is going to say the stories' words, and I am going to say all of the peddler's words.</i> Turn to the next page of Caps for Sale. Pick one scholar who remembers the words to this story especially well to come up and be the narrator. (You may want to use an AT to be the narrator instead.) As the narrator reads, act out the story. Pretend to be walking for a long time. Look up and see a tree. Stretch/yawn and pretend to be tired. When the narrator comes to the dialogue, say out loud, "That's a nice place for a rest!" Continue to act out the rest of the page, sitting down very slowly, leaning back against the tree trunk carefully, feeling/checking the hats to make sure they're straight, etc... <i>Storytellers, I hope you were watching how the narrator and I took turns talking. I only said out loud the words that the character in the story says. I only said out loud the peddler's words. The narrator told the rest of the story.</i> <i>Storytellers, did you see how I knew when to speak and what to say?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to try knowing when to speak and what to say.</i> <i>This time one of you is going to be the narrator, and the other partner is going to be the actor. (I story-tell, you act. You story-tell, I act.)</i> <i>The peas are going to be the narrator, and the carrots are going to be the actors. The peas are going to be the narrators and say the author's words, and the carrots are going to read the character's words and say the dialogue.</i>



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	Display a page from a familiar ESB that includes dialogue. <i>Peas, read this page and be the narrator. Carrots, when the narrator gets to the part where you talk, read the character's words and say the dialogue.</i> <i>I love the way ___ is being such an excellent narrator. They stopped when they got to the dialogue and let their partner say the words that the character speaks in the story. They are taking turns so nicely.</i> <i>I love the way ___ is remembering exactly what the character says. They are using Corduroy's exact words.</i> <i>Now it's time for the carrots to be the narrators, and the peas to be the actors. The carrots are going to say the author's words, and the peas are going to speak the character's words.</i> Display another page from the same book.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must remember that the storytellers on stage know when to speak and what to say. It's very important that storytellers take turns talking, and let all of the characters in the story speak. This helps bring all of the characters our stories to life.</i>

Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 5	Storytellers on stage recreate the setting by using our imaginations.
Connection Capture students' attention	Storytellers, yesterday we practiced knowing when to speak, and what to say when it was our turn to talk. I loved seeing the actors on stage bring our stories to life. Today we are going to talk more about the setting. Remember, the setting is where the story takes place. Today, I am going to teach you that storytellers on stage recreate the setting by using our imaginations. It's very important that the storytellers recreate the setting for the audience, so that the audience members are not confused about where the story is happening. The audience members need to know where the story takes place.
Teach Teach ONE thing by demonstrating.	Watch me as I show you how to recreate the setting by using our imaginations. Storytellers, one of the most important parts of a story is its setting, which is where the story takes place. In <i>The Three Billy Goats Gruff</i>, the story takes place in a valley, a river, and a meadow. In <i>Caps for Sale</i>, the story takes place in a village and under a tree. We must recreate the setting on stage for our audience, so that they are able to understand where the story takes place. We recreate the setting by using our imaginations. We have to make sure that everyone sees the tree that the peddler falls asleep against. We have to make sure that the audience sees the rushing river that the troll falls into. We have to make sure that the audience sees the broken chair of the little wee bear. These are all very important parts of the setting that we have to bring to life for our audience. We want them to see the setting in their minds. We do this by using our imaginations. Turn to the page in <i>Caps for Sale</i> where the peddler looks to the right and left of him.

	<i>If I am an actor on stage, I am going to recreate the setting by using my imagination. Let me close my eyes and see the tree that the peddler falls asleep against. Ahh, yes, there it is! Right there.</i> Point to an imaginary tree. <i>It is a tall tree in the corner. I can imagine its leaves and branches, the cool relaxing shade it created for me to fall asleep and take a nap. I hope that you can all see the tree that the peddler falls asleep against; I hope that you can all see the setting on stage.</i> Walk over to an imaginary tree and pretend to take a nap. <u>Storytellers, did you see how I recreated the setting by using my imagination?</u>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to recreate the setting by using your imagination.</i> <i>We are going to take turns imagining the setting.. You are going to describe your book" setting to your partner, by using your imagination. I want you to see where the different parts of the setting would be on stage, and tell them to your partner.</i> <i>Carrots, you go first. Take out the books you have been sitting on. Recreate the setting by using your imagination. Peas, remember to be good listeners. Try to see the setting that your partner is recreating.</i> <i>I love the way ____ is recreating the setting by using their imagination and describing where the bridge would be on stage. He/she really brought the bridge to life by telling about how big and dark and scary the creaky bridge is.</i>



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	Now it's time for the peas to recreate the setting by using your imagination. Peas take out the books you have been sitting on. Carrots, put your books back under you. Carrots, remember to be good listeners. Try to see the setting that your partner is recreating.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>From now on, we must always remember that the storytellers on stage (the actors and the narrator) must recreate the setting by using our imaginations. It's very important that the storytellers recreate the setting for the audience, so that the audience members are not confused about where the story is happening. They need to know where the story takes place.</i>

Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 6	Storytellers take turns acting out the story, and are excited for our friends even when it's not our turn.
Connection Capture students' attention	<i>Storytellers, yesterday we used our imaginations to recreate the setting on stage for our audience. I loved the way we brought the story to life by imagining where it takes place. But, storytellers, I've been noticing that some of us are having trouble taking turns. We can't all be the actors on stage each and every time. Today we're going to learn how to take turns nicely.</i> <i>Today, I am going to teach you that storytellers take turns acting out the story and are excited for our friends even when it's not our turn. It's very important that we all get a chance to act out the story, so that means we won't always get a turn every single time. Sometimes we'll have to be a part of the audience.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how storytellers take turns acting out the story, and are excited for our friends even when it's not our turn.</i> <i>Storytellers, let's brainstorm a list of all the characters in Caps for Sale.</i> <i>Hmm, there's the peddler, there are about six monkeys, and we would also need a narrator. There are ____ scholars in our class. Hmm, if there are only (count the parts aloud for the scholars) 8 parts on stage, that means there are ____ scholars that will have to be a part of the audience. There aren't enough parts for everyone to be on stage all at once.</i> <i>But you know what? If you are an extraordinary audience member, sitting in Magic 5 and showing silent excitement, then maybe next time you'll get to be one of the scholars on stage.</i>

	Ask the AT to come up and pretend to pick parts. Have her intentionally not pick you for a part. Model being angry/disappointed. <i>Ugh, that's not fair. I never get a part. Waaaa! I don't like this school. I didn't even want a stupid part anyway. Ugh.</i> <i>Scholars, uh-oh, I don't think that was very friendly and kind. I bet that next time my teacher is picking scholars to act out the parts on stage, she won't pick me since I couldn't be happy and excited for my friends. Let's try that again.</i> Ask the AT to repeat the same thing, have her pick parts and intentionally not give you one. This time smile and model showing silent excitement. <i>Scholars, did you see how this time I had a big smile on my face? Did you see how friendly I was? I showed silent excitement and was so happy for my friends that got chosen. I bet that tomorrow, or maybe the next day, since I took turns so nicely and didn't get sad when it wasn't my turn, I bet that my teacher will pick me for a part on stage very soon.</i> <i>Storytellers, did you see how I took turns acting out the story, and was excited for my friends even when it wasn't my turn.</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to take turns acting out the story, and show you are excited for your friends even when it isn't your turn.</i> <i>Sit knee to knee with your partner. We are going to show our partner our happy, excited faces. I want you to show your partner what you are going to look like when it isn't your turn, show them what you will look like when you don't get chosen to be an actor on stage.</i>

	Help scholars sit knee to knee with their peas and carrots partner. <i>Peas, you go first. Show your partner your happy, excited face. Show your partner you know how to take turns. Show your partner how excited you are going to be when they are chosen to act out a part on stage, instead of you.</i> <i>I love the way ___ is smiling so big! ___ is showing silent excitement and seems really happy for their partner, even though they probably really wanted a turn for themselves.</i> <i>Now it's time for the carrots to show the peas their excited, happy faces. Carrots, show your partner you know how to take turns. Show your partner how excited you are going to be when they are chosen to act out a part on stage.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>From now on, we must always remember that storytellers take turns acting out the story and are excited for our friends even when it's not our turn. It's very important that we all get a chance to act out the story, so that means we won't always get a turn every single time. Sometimes we'll have to be a part of the audience.</i>



Kindergarten: Emergent Storybook Unit 1
Success Academies

K SCN Math Unit 6: Combinations (20 days)

What are the big math ideas in this unit?

- Whole Number Operations
 - Making sense of and developing strategies to solve addition and subtraction problems with small numbers
 - Decomposing numbers in different ways
 - Finding combinations of 5 and 6
 - Considering combinations of a number (e.g. 6 is 3 and 3 and also 5 and 1)
- Counting and Quantity
 - Developing and analyzing visual images for quantities up to 10
 - Developing strategies for accurately counting and keeping track

What are the key benchmarks (CORE and NYS)?

OPERATIONS AND ALGEBRAIC THINKING:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
3. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
4. Fluently add and subtract within 5.

How will the benchmarks be assessed?

- ✓ Daily exit tickets
- ✓ Checklists
- ✓ End of unit assessment
- ✓ 5 Interim Assessments throughout the year.

Unit 6 Routines		
Description	Focus	How Often Should I Do This Routine?
- Attendance Recording Sheet (see 1.1.1) - Counting Around the Circle (see 1.1.2) - Attendance Stick (see 1.1.6) - Rekenrek Attendance Chart - Include: ○ Does order matter when we count? Ex: What will happen if we start with a different scholar? Will the total be the same? ○ Pause several times while Counting Around the Circle. How many do we have so far? Help students see that the number you stop on is the number you have counted so far, and the last number is the total number of scholars present.	- Developing strategies for counting accurately - <i>Considering whether order matters when you count</i> - Comparing quantities - Counting forwards AND backwards	Daily attendance can be taken/discussed in 3 ways: - Pointing and Counting (1.1.1) - Counting Around the Circle (1.1.2) - Using Attendance Stick (1.1.6) - Rekenrek Attendance Chart Attendance should also be recorded each day.
- General Calendar Routine (see 1.1.3)	- Using the calendar as a tool for keeping track of	Daily

- Special Days on the Calendar (see 1.1.4) - Include: - o Emphasis on ensuring all students know the days of the week. ▪ Ex: Remove two of the days of the week cards and have students Think Pair Share about which ones are missing. Share out correct answer. ▪ Sing the days of the week song ▪ Review days of week, and discuss which ones are school days and which ones are weekend (nonschool) days. - o Using the calendar to determine the number of days until a special class event or holiday this month. Discuss strategies for determining number of days. - o Remove two dates from the monthly calendar. Have students Think Pair Share about which ones are missing. Listen in, and share out strategies students used for accurately determining which date cards are missing.	time - Developing strategies for counting accurately	<i>Note: Special Days should be introduced each month, and revisited at appropriate times throughout the month.</i>
Today's Question: - See Sessions 1.3.1 and 1.3.5 for explanation of routine - Ideas for data collection: - o Are you a boy or a girl? - o Do you have a pet? - o Do you prefer grapes or oranges? - o Do you like blue or orange better? - o Do you have a sibling?	- Collecting, counting, representing, describing, and comparing data - Examples of Discussion Questions: - o How can we make our recording more organized? - o How many more scholars like _____ than _____.	1-2 days per week
Quick Images: - See 4.2.5 for ideas on introducing the routine - See Resource Masters M17 - Do not always use Ten Frames - Use large foam dice cubes! - Students do not need to use counters to rebuild what they saw	- Counting, Creating automaticity with visual images for numbers/ quantities, Part-Part-Whole combinations and Composing/Decomposing Numbers	2-3 days per week

all the time. Instead, students can Think Pair Share about what they saw, and then you can share out or have students share the strategies they used for quickly counting.		
Patterns on the Pocket Chart: - Literacy Connection: Many A-G books have a increasingly complex patterns, so it will be important for scholars to know what a pattern is and be able to talk about it as they move from level to level in guided reading. - See unit 3 for ideas for introducing the routine	- Determining what comes next in a repeating pattern - Describing Repeating Patterns	1-2 days per week

Investigations Workshop Lessons:

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
1	4.4.1	The focus of the discourse shouldn't be, "Share your favorite arrangement." Instead, as usual, you choose who should share based on efficiency and sophistication of strategies.	LAUNCH: (Use the ELMO throughout) Note: For recording, scholars can color in squares on the grid paper or glue down paper squares (prepared). - "Today, you are going to be working with the number 6!" - Lay out 6 square tiles and have the class count with you to double-check that there are six. - "You are going to make arrangements of six tiles. You are going to take 6 square tiles and arrange and organize them. Your arrangements need to follow a special rule – each tile needs to touch another tile in some way." - o Tiles must touch in some way. - o Tiles can touch at the corners. - o Tiles can share part of a side. - o Tiles can share all of a side. - Show scholars several different examples, so that they understand the rules of arranging. (see pages 129-130). - As you show examples, Think Aloud about how you could name or describe your arrangement. How do you know it's six? - Think Pair Share: "How do you know this is still six? (I counted by ones, I see 3 there and 3 there, and 3 and 3 makes 6, etc.)" - Model for scholars how to record their work on graph paper (student activity book page 37, resource masters M23) - Thinking Job: How can you name or describe your arrangements? (see page 132 for examples) INVESTIGATION: - All scholars do the activity, "Six Tiles in All." - As scholars work, they can write or you can their description of their	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			arrangement on their paper. - Notice: - o Do students use 6 tiles? Does each one touch the tile next to it in some way? - o Do students find more than one solution? On their own or with your nudging? - o How do students name and describe their arrangements? Do they focus on the overall image? (It looks like a staircase.). The colors of tiles? (It's green, then red, then yellow.) The number of tiles? (There are 4 on the bottom and then 2. And 4 and 2 makes 6.). (see page 133) - o Can students accurately record on grid paper? DISCOURSE: (see pages 158-159 for ideas) • Look-fors when choosing scholars to share: - o Scholars who describe their arrangements in terms of numbers – for example, “Here’s 3 tiles this way, and 3 tiles that way. And 3 and 3 makes 6.” Or “I put 4 on the bottom, and 2 on the top. And 4 and 2 makes 6.” (see page 133). - o Scholars that found more than one arrangement. - o Scholars that recorded accurately. • At the end, choose one simple arrangement (such as a letter T), and ask scholars how they would remember it if you asked them to build it. This helps them exercise their visual memory, as with Quick Images.	
2	4.4.2	- Quick Images: Square Tiles AND Six Tiles in All - Do Quick Images activity	LAUNCH: (Use the ELMO throughout) Note: For recording, scholars can color in squares on the grid paper or glue down paper squares (prepared). - Each student should have a cup with square tiles (ALL THE SAME COLOR). - “Today, we are going to be working with different arrangements of tiles again!” - Using the Elmo, show an arrangement of tiles, such as the one on page 135.	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
		for as long as time and student focus allows. Then, have scholars work on the activity Six Tiles in All again.	- Think Pair Share: “What can you tell your partner about this arrangement?” (It’s like an S.” “There are two squares that stick out on each side.” “There are two rows of three.”) - “Look carefully at the arrangement because I’m going to cover it up. Try to find a way to remember what it looks like so that when it’s covered, you’ll be able to see it in your mind.” - Hide the arrangement and give scholars time to build the arrangement. There will likely be a wide range in how scholars are able to see, remember, and analyze the image. - Show the arrangement one more time, cover it up again, and give scholars a minute or two more to work to build the arrangement. - Finally, show the arrangement one last time and let scholars adjust their work if needed. - Think Pair Share: “When I covered the picture, how did you remember what it looked like so you could build your own just like it?” - Repeat this process once or twice (as time and student attention allows). - Then, tell scholars they will be doing the activity Six Tiles in All again to make their own arrangements. Briefly review the activity from yesterday. - Thinking Job: How can you name or describe your arrangements INVESTIGATION: - All scholars do the activity, “Six Tiles in All.” - As scholars work, they can write or you can their description of their arrangement on their paper. - Notice: - o Do students use 6 tiles? Does each one touch the tile next to it in some way? - o Do students find more than one solution? On their own or with your nudging?	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			- How do students name and describe their arrangements? Do they focus on the overall image? (It looks like a staircase.). The colors of tiles? (It's green, then red, then yellow.) The number of tiles? (There are 4 on the bottom and then 2. And 4 and 2 makes 6.). (see page 133) - Can students accurately record on grid paper? DISCOURSE: (see pages 158-159 for ideas) - Look-fors when choosing scholars to share: - Scholars who describe their arrangements in terms of numbers – for example, “Here’s 3 tiles this way, and 3 tiles that way. And 3 and 3 makes 6.” Or “I put 4 on the bottom, and 2 on the top. And 4 and 2 makes 6.” (see page 133). - Scholars that found more than one arrangement. - Scholars that recorded accurately. At the end, choose one simple arrangement (such as a letter T), and ask scholars how they would remember it if you asked them to build it. This helps them exercise their visual memory, as with Quick Images.	
3	4.4.3	- All scholars make arrangements of 5-10 tiles - Scholars work should be organized into a book showing at least 2 arrangements of each	LAUNCH: (Use the ELMO throughout.) Note: For recording, scholars can color in squares on the grid paper or glue down paper squares (prepared). “Today we are going to be thinking how we can arrange numbers other than 6! We’re going to be thinking about the numbers 5-10, and we are going to continue to think about how we can name and describe our arrangements.” “Now you can make arrangements for any of the numbers 5-10. You can make arrangements for 5 tiles, 6 tiles. 7 tiles, 8 tiles, 9 tiles, or 10 tiles! Let’s try the number 8 as an example.” - Show a set of 8 tiles, and ask the class to count them to double-check that there are 8. - Think Pair Share: “What is one way that we could arrange these 8 tiles? Make	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
		number. - On each page, there should be room for scholars to describe their arrangements using words, numbers, etc.	sure you follow the rule that they all have to touch.” - “Here’s _____’s way. (Show scholars an example on the ELMO.) How many tiles do you think there are in this arrangement? Do you agree there are 8 tiles? How do you know? Does _____’s way follow the rule that all the tiles have to touch in some way? Is there another way we could arrange these tiles to show eight?” - “Here is what another scholar suggested.” Show a different combination of 8. - Think Pair Share: How would you name or describe this arrangement of 8? - Show scholars how to record this arrangement. - “Your job over the next few days is to find different ways to arrange different numbers of tiles. Just as you did when you worked with six, you can make as many arrangements as you like, but you need to record at least two arrangements for each number from five to ten. There, we’ll make your favorite arrangements into a book. There will be a five page, a six page, a seven page, an eight page, a nine page, and a ten page.” - Show scholars an example of a completed book. - Thinking Job: How would you name or describe your arrangements? INVESTIGATION: - All scholars do the activity, “Six Tiles in All.” - As scholars work, they can write or you can their description of their arrangement on their paper. - Notice: - o Do students use 6 tiles? Does each one touch the tile next to it in some way? - o Do students find more than one solution? On their own or with your nudging? - o How do students name and describe their arrangements? Do they focus on the overall image? (It looks like a staircase.). The colors of tiles? (It’s	

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4	4.4.3	- Same as Session 3		
5	4.4.3	- Same as Session 3	-	
6	4.4.5	- All scholars play Quick Images in Pairs	LAUNCH: (USE THE ELMO) - Each scholar should have a paper cup with tiles (all the same color) and a piece of grid paper “Scholars, today we are going to think about tile arrangements of different numbers. We’re going to play Quick Images with our partners!” - Show scholars a piece of student work that shows an arrangement of 5, 6, or 7 tiles. - Go through the process of having scholars create the same image – show, cover, show, cover, show.	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			- Then, demonstrate with an AT or have two scholar volunteers demonstrate playing the game together. - “_____ is going to show her picture for 5 seconds. Then she’s going to cover it, and _____ is going to build what he remembers.” - “I noticed that the whole time _____ was showing the picture, _____ was looking closely at the tile arrangement. Not that the picture is covered, _____ uses his tiles to try to build the tile arrangement he saw in the picture.” - Student makes first attempt. - “Then, just like we do in class, _____ shows the picture one more time. After looking a second time, _____ makes any changes to his tiles he needs to so it will match the picture.” - “Finally, you work together to compare the tiles with the picture to make sure they are the same.” - Show both arrangements. - Think Pair Share: Are they the same? How do you know? - Now, the partners switch. They take turns building each others pictures. - Thinking Job: How do you know your tile arrangement matches your partner’s tile arrangement? INVESTIGATION: - Notice: - o How do students make sense of and analyze the visual images and quantities? What language do they use to describe how they are the same? Overall image? Colors? Numbers? - o Can students make an accurate copy of their partner’s arrangement? DISCOURSE: - Look-fors for sharing: - o Scholars that use numbers to describe how they know there	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			arrangements are the same. Example, “On both of our pictures, there are 3 tiles sticking out here, 1 tile under them, and 2 tiles on the side. That makes 6 altogether.”	
7	6.1.5	- All scholars play Racing Bears	LAUNCH: - “Today we are going to be thinking about how we can use or break apart numbers strategically to win a game! You are going to play Racing Bears with your partner, but this time you will have a number cube that goes up to 6. When you are playing Racing Bears, you and your partner are working together to collect 10 buttons in all. When a bear lands on a button, you and your partner get to take that button and keep it.” - Play a demonstration round with scholars. - Make sure you THINK ALOUD about how you think about splitting rolls strategically, highlighting the combinations that make 6, and thinking about how many more spaces you need to move to get to 10. - Think Pair Share: Hmmm, I rolled a 5. Based on where my bears are on the tracks, tell your partner what move or moves you think I should make. - You may want to highlight the fact that scholars should only say “1” and begin counting their moves after they have moved a bear one space (instead of counting the space they started on). Question scholars: Why do you think I should say 1 only after I have moved my bear? How do you know? Why do you agree or disagree? - Play a few more rounds, as time allows. Make sure you really highlight: - o How scholars think about how many more spaces they have to reach 10 - o how scholars can think about splitting their rolls. They should be using the knowledge of number combinations they have been developing over the past week. - o How scholars think about not counting “1” until they have moved one space.	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			- Thinking Job: How do you make a decision about whether or not you should split a roll? INVESTIGATION: - All scholars play Racing Bears - Notice: - o Do students recognize dot patterns? Or do the dots to determine the number of spaces to move? - o Do they move the correct number of spaces? Do they say one and only one number for each space they move along the track? Do they count the space they started on? - o How do students choose which bear to move? Do they review their options? Do they figure out how many more space a bear has to go to land on 10? - o How do students handle rolls that would take a bear past 10? Do they split their rolls strategically? DISCOURSE: - Sharing Look-Fors: - o Scholars that think strategically about how many more spaces they have til they reach 10 - o Scholars that split their rolls strategically - o Scholars that “just know” the number of dots, instead of needing to count by 1s - o Scholars that know not to say “1” and start counting their moves until after they have moved their bear one space (instead of counting the space they start in)	
8	6.1.1	All scholars do the activity Six Tiles in All (with	LAUNCH: Today scholars are working with tiles that are ALL the SAME color! At the beginning, each scholar should have a cup of same color tiles for Quick Images.	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
		single-colored tiles!) - All students do Six Crayons in All activity	- Today, we're going to think again about the different ways we can arrange 6 tiles. - "I'm going to show you an arrangement of square tiles. Remember, your job is to look carefully to try to find a way to remember what it looks like so that when it's covered, you'll be able to see it in your mind and build a copy." - Show an arrangement of six same color tiles, such as the one on page 29. - Follow the procedure for Quick Images (show, cover, show, cover, show again for scholars to fix their images) - After you have gone through the process, ask: What can you tell me about my arrangement? How did you remember what it looked like? How many squares are there in all? How can you tell there are six in all? - Spend some time discussing the different ways scholars answer these questions. Record the different ways they remembered the design, in particular focusing on the way scholars remembered the number of squares in each part of the image. (see page 30 and 39 for examples of recording). - "We've been looking at pictures made from six tiles. Now, you'll have the chance to make pictures with six tiles. Just like last week, we'll be making arrangements of 6 tiles. BUT the rules are different! - o All the tiles are the same color. - o All the tiles must share one whole side with the tile next to it. (See page 31 for examples) - Show scholars examples of acceptable arrangements that follow the rules (pg. 30). - Model for scholars how to record the arrangement using NUMBERS. They should show how they know there are six tiles in each arrangement by labeling their arrangement recording in some way (see page 30 and 39) - Thinking Job: How can you name or describe your arrangement using numbers? (These descriptions or labeling should be recorded, such as pages	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			30-39.) INVESTIGATION: - Notice: - o Do students' arrangements follow the rules? - o How accurately do scholars record their strategies? Are the parts oriented correctly? - o How do students record how they know there are six tiles in all? Do they number each square? Do they circle groups of squares and label the number in each group? Or do they use equations? Do the numbers accurately reflect how many squares are in each group? DISCOURSE: - Sharing Look-Fors: - o Scholars that name or describe there arrangement using numbers. - o Scholars that label their recorded arrangement in a variety of ways. (See pages 33, 39, ,and 42 for examples.	
9	4.4.4	- All scholars play Toss the Chips (total of 6) - Scholars can play individually OR in pairs. Decide in advance so you can model partner work if needed.	LAUNCH: (Use the ELMO) - Today, we're going to be working to find different combinations that make 6. But, instead of using square tiles, we're going to be using these counters. We're going to play a game called Toss the Chips. - Show scholars 4 counters. Have the class count to double-check that there are 4. - "I have 4 counters in my hand. These counters are red on one side and yellow on the other. I'm going to drop the counters and see how many land with the red side facing up and how many land with the yellow side facing up." - Toss the counters. - Think Pair Share: What happened? How many counters landed with red up? How many with yellow? How many are there altogether? - Show scholars how to record this information in Student Activity Book page 39	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
		- Make sure you make your chart during Discourse so it can be used in future days for comparison.	- or on M24 from resource masters. - Repeat the activity until scholars understand. - Thinking Job: How many different combinations can you find for each amount? INVESTIGATION: - Scholars play Toss the Chips with 6 counters. - Notice: - o How do scholars figure out the number of red and yellow? Can the just see how many are there? Do they need to count? Do they use one amount to find the other (for example: "I tossed 5 and 4 are red, so 1 must be yellow because 4 and 1 more makes 5")? - o Do scholars recognize the combinations that repeat? - o Do scholars understand that the total number of counts is equivalent to the number of red counters plus the number of yellow counters? - o Do students use numbers to record? Do they use zero appropriately? DISCOURSE: - Look-fors for share: - o Scholars that use one color to figure out the other ("There were 3 red, so 2 are yellow because 3 and 2 makes five.") - o Scholars that notice when combinations repeat. - o Scholars that count on (for example, "There are 4 yellow, so 5, 6 red makes 6 altogether.") - Record different combinations that scholars found for each total. Introduce addition number sentences that could represent these combinations. - o The purpose of introducing the number sentences is EXPOSURE – "This is how a mathematician would show this – NOT that all scholars will be able to do this on their own or in their independent work."	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment																								
			Total Number of Chips: 6 <table><thead><tr><th>Red</th><th>Yellow</th><th>Number Sentence</th></tr></thead><tbody><tr><td>0</td><td>6</td><td>$0 + 6 = 6$</td></tr><tr><td>1</td><td>5</td><td>$1 + 5 = 6$</td></tr><tr><td>2</td><td>4</td><td>$2 + 4 = 6$</td></tr><tr><td>3</td><td>3</td><td>$3 + 3 = 6$</td></tr><tr><td>4</td><td>2</td><td>$4 + 2 = 6$</td></tr><tr><td>5</td><td>1</td><td>$5 + 1 = 6$</td></tr><tr><td>6</td><td>0</td><td>$6 + 0 = 6$</td></tr></tbody></table>	Red	Yellow	Number Sentence	0	6	$0 + 6 = 6$	1	5	$1 + 5 = 6$	2	4	$2 + 4 = 6$	3	3	$3 + 3 = 6$	4	2	$4 + 2 = 6$	5	1	$5 + 1 = 6$	6	0	$6 + 0 = 6$	
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6	0	$6 + 0 = 6$																										
10	6.4.3	- All scholars play Total of Six - Scholars do not have to record their work with number sentences - Leave plenty of time for Discourse, as it involves an important discussion where scholars look for patterns across the days working with 6	LAUNCH: (Please note, scholars do not have to record their work with number sentences, thought the TERC manual says they do.) - Today, we're going to continue to learn about combinations that make 6! - Show scholars the Total of Six Gameboard (M22) (USE THE ELMO) - "In this game, you are going to be looking for combinations that total 6. - Turn and Talk: "Tell your partner some cards on the gameboard that I could put together to make 6?" - Scaffolded Question if scholars need it: "Hmmm. Here's a 4. I'm going to pick that. What other number do you see that I could add to 4 to make 6?" - If no one suggests using the cube tower, you can bring it up yourself. "How could I use this cube tower to help me figure out which card I could pick to add to 4?" - (see pages 147-148 for detailed explanation) - "After you find cards that go together to make 6, record this on your sheet." Show this in a variety of ways from labeled pictures, pictures of cards, and number sentences. Scholars do NOT have to use equations, but some scholars might do this.																									

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			- Play another round to make sure scholars understand how to play and record their work. - Thinking Job: How can you figure out which combinations will make six? INVESTIGATION: - Notice: - o What strategies do students use as they play? Do they work randomly, choosing a number to start with and combining it with different numbers to find a way to make six? Do they look for particular combinations? Do they know how many more they need to make six given one card? Given two cards? - o How do students figure out the total amounts? Do they count from 1 each time? Count up from one of the numbers? Use knowledge of number combinations? - o How do students determine that the game is over? Do they keep trying combinations of remaining cards to make sense? DISCOURSE: - Sharing Look-Fors: - o Scholars that count on from one number to find out if both cards equal 6. - o Scholars that are purposeful about how many more they need – “I picked a 4, and I know I need 2 more to make 6.” - o Scholars that use memorized combinations – “I know 3 and 3 make 6.” - o Scholars that record their combinations in an organized way (with or without number sentences). - o Scholars that use number sentences to record their combinations - AT THE END OF DISCOURSE: CREATE A CHART RECORDING THE DIFFERENT NUMBER COMBINATIONS SCHOLARS FOUND (SIMILAR TO THE CHART CREATED DURING TOSS THE CHIPS TOTAL OF 6!)	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
11	6.4.4	- All students do Six Crayons in All activity - Leave plenty of time for Discourse, as it involves an important discussion where scholars look for patterns across the days working with 6	LAUNCH: - Today we are going to continue to learn about combinations of numbers that total 6. - “Today, I need your help in thinking about how boxes of 6 red and blue crayons could be organized. I want to put 6 crayons in a box. I want to have a mix of blue and red crayons, so I need some blue ones and some red ones. How many of each color could I have? How many blues? How many reds? Remember, I need 6 crayons in all.” - Think Pair Share: “Tell your partner one way I could arrange the crayons in a box.” - Share a couple of different ways that the crayons could be arranged, and how these could be recorded. - “Hmmm...so it seems like there is more than one solution to this problem about six red and blue crayons. Your job today is to find different ways to solve the problem, and then use pictures, numbers, or both to show your solutions.” - Thinking Job: How do you know if you have found all the combinations of red and blue crayons that could be in the box? INVESTIGATION: - Notice: - o How do scholars solve the problem? Do they randomly assemble groups of 6 counters, some red and some blue? Do they use a more systematic approach, adjusting one solution to find another? Do they count up from the number of red to figure out how many blue? Do they use knowledge of number combinations? - o Do students find more than one solution? DO they recognize repeated solutions? - o How do students record their solutions? Do they use pictures? Numbers? Words? Notation? Some combination of these? Do they keep	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			track of the number of blue crayons, red crayons, and the number in all? Do their representations accurately convey their solutions? (see page 140 for sample student work) DISCOURSE: - Sharing Look-Fors (see page 141-142 for Discourse ideas) - o Scholars that systematically find combinations in some way - o Scholars that use knowledge of number combinations - o Scholars that count on to figure out the number of the other color they need - o Scholars that record in an organized way using numbers (see page 140 for examples) - o Scholars that use number sentences to record - AT THE END OF DISCOURSE: CREATE A CHART RECORDING THE DIFFERENT NUMBER COMBINATIONS SCHOLARS FOUND (SIMILAR TO THE CHART CREATED DURING TOSS THE CHIPS TOTAL OF 6!) - o Show scholars the posters the class created for Toss the Chips (with 6), Total of Six, and Six Crayons In All. - o Think Pair Share: Here are the posters we made for Toss the Chips, Total of Six, and Six Crayons in All. Take a moment to look at them carefully. What do you notice? - o Lead scholars through a discussion about the fact that the same number combinations are on each poster (“All of them have 3 and 3 make 6!” “All of them have 5+1=6.” Or “all of them have 4 and 2 equal 6.” ETC. - o Wow! I wonder if that will always happen when we are looking for combinations that make 6!	
12		All scholars do Eight Tiles in All activity	- Follow plan from Day 8, but with 8 tiles.	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
13		- All scholars play Toss the Chips Total of 8 - Scholars can play individually OR in pairs. Decide in advance so you can model partner work if needed.	Follow plan from Session 9. Make sure you create a chart at the end showing combinations scholars found that make 8.	
14		All scholars play Total of 8	- Follow plan from Day 10, but with total of 8. - Make sure you create a chart at the end showing combinations scholars found that make 8.	
15		All scholars do activity 8 Crayons in All	- Follow plan from Day 11, but with total of 8. - Make sure you create a chart at the end showing combinations scholars found that make 8. - Include discussion at the end about the patterns scholars see across the charts from working with combinations that make 8.	
16		All scholars play Toss the Chips Total of 10	- Follow plan from Session 9, but with Total of 10. - Make sure you create a chart at the end showing combinations scholars found that make 8.	
17		All scholars play Total of 10	- Follow plan from Session 10, but with Total of 10. - Make sure you create a chart at the end showing combinations scholars found that make 8.	
18		All scholars do 10	- Follow plan from Day 11, but with total of 10.	

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
		Crayons in All Activity	- Make sure you create a chart at the end showing combinations scholars found that make 8. - Include discussion at the end about the patterns scholars see across the charts from working with combinations that make 10.	
19	6.1.5	- All scholars play Racing Bears - This is a great time to assess whether or not scholars are using the combinations they've been learning to figure out how many more spaces they need to move, and how to split strategically.	LAUNCH: - "Today we are going to be thinking about how we can use or break apart numbers strategically to win a game! You are going to play Racing Bears with your partner, but this time you will have a number cube that goes up to 6. When you are playing Racing Bears, you and your partner are working together to collect 10 buttons in all. When a bear lands on a button, you and your partner get to take that button and keep it." - Play a demonstration round with scholars. - Make sure you THINK ALOUD about how you think about splitting rolls strategically, highlighting the combinations that make 6, and thinking about how many more spaces you need to move to get to 10. - Think Pair Share: Hmmmm, I rolled a 5. Based on where my bears are on the tracks, tell your partner what move or moves you think I should make. - You may want to highlight the fact that scholars should only say "1" and begin counting their moves after they have moved a bear one space (instead of counting the space they started on). Question scholars: Why do you think I should say 1 only after I have moved my bear? How do you know? Why do you agree or disagree? - Play a few more rounds, as time allows. Make sure you really highlight: - o How scholars think about how many more spaces they have to reach 10 - o how scholars can think about splitting their rolls. They should be using the knowledge of number combinations they have been developing over the past week. - o How scholars think about not counting "1" until they have moved one	

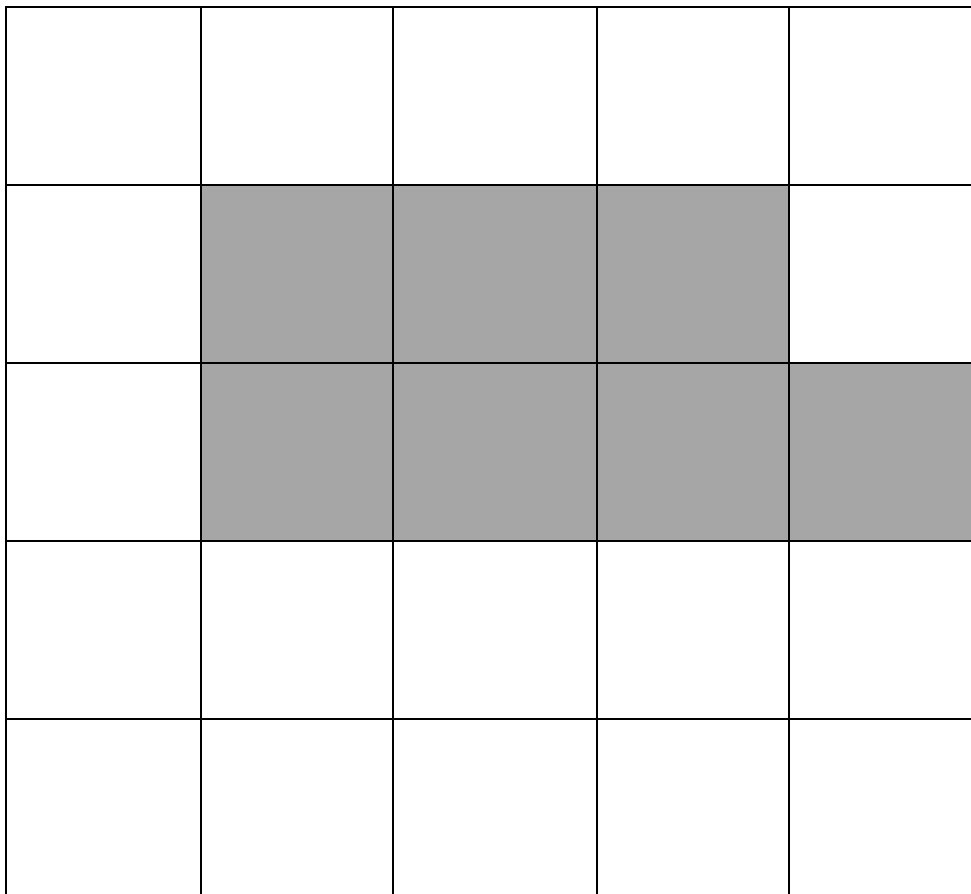
Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
			space. - Thinking Job: How do you make a decision about whether or not you should split a roll? INVESTIGATION: - All scholars play Racing Bears - Notice: - o Do students recognize dot patterns? Or do the dots to determine the number of spaces to move? - o Do they move the correct number of spaces? Do they say one and only one number for each space they move along the track? Do they count the space they started on? - o How do students choose which bear to move? Do they review their options? Do they figure out how many more space a bear has to go to land on 10? - o How do students handle rolls that would take a bear past 10? Do they split their rolls strategically? DISCOURSE: - Sharing Look-Fors: - o Scholars that think strategically about how many more spaces they have til they reach 10 - o Scholars that split their rolls strategically - o Scholars that “just know” the number of dots, instead of needing to count by 1s - o Scholars that know not to say “1” and start counting their moves until after they have moved their bear one space (instead of counting the space they start in)	
20	Assessment			
21-	Re-teach and/or Extend			

Session	Lesson	Changes to TERC lesson	Key Activities & Student Activity Book pages	Exit Ticket / Assessment
23				

Name: _____

Kindergarten: Unit 6 Math Assessment

1. Label and describe the arrangement below:



2. There are 8 boys and 13 girls playing on the playground.
How many scholars are playing on the playground altogether?
Show your work in the box.

_____ scholars

3. Show all the different combinations of numbers that equal 8.

Did you find all the combinations? _____

How do you know? _____

4. There were 17 people riding on the bus. Then, 8 people got off the bus. How many passengers are still on the bus?

_____ people

5. Write the answer in the blank:

$$3 + 4 = \underline{\hspace{2cm}}$$

$$4 + 4 = \underline{\hspace{2cm}}$$

$$6 + 0 = \underline{\hspace{2cm}}$$

$$2 + 5 = \underline{\hspace{2cm}}$$

$$3 + 7 = \underline{\hspace{2cm}}$$

$$2 + 4 = \underline{\hspace{2cm}}$$

$$1 + 8 = \underline{\hspace{2cm}}$$

10. Curriculum

(d) Sample Unit Plans

Provide at least one sample unit plan for mathematics and one sample unit plan for English language arts for one of the grades that you intend to offer in the first year of operation. These unit plans should minimally include relevant Common Core and other applicable standards, suggested pacing, instructional strategies, methods of assessment, instructional materials identified in other parts of the proposal, and should be consistent with any unique aspects of the proposed educational model or design.

On the pages that follow please see:

- SCN Kindergarten Reading Unit 1: Emergent Storybook
- SCN 1st Grade Writing Unit 3: Writing for an Audience and Writing for Readers
- SCN Kindergarten Math Unit 6: Combinations

1st Grade Writing Unit 3

Writing for An Audience and Writing for Readers



Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Unit Goals:

- Scholars will come up with meaningful topics for stories and big ideas they want to show.
- Scholars will write small moment stories around a central idea.
- Scholars will add details to their stories to show a central idea.
- Scholars will write precisely and accurately so that others can easily read their writing.

Parts of the Unit:

PT I: Writers start with a big idea and plan our stories to show that idea.

PT II: Writers add details to our stories that connect to our big idea.

PT III: Writers write for an audience by making our writing easy for others to read.

PT IV: Writers choose, revise, edit, and publish.

Common Core Standards Addressed in this Unit:

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Setting up for this Unit:

- This unit is about writing for an audience. Specifically, this unit teaches scholars to:
 - 1) Choose compelling ideas.
 - 2) Writing to create mind movies for our readers by bringing out the important details of the narrative.
 - 3) Write precisely and accurately using correct conventions.
- It is critical that during part three of this unit, which focuses on conventions and mechanics, that your model writing continues to be at an incredibly high level in order to keep all you have taught in parts one and two top of mind.
- During this unit scholars will continue to write small moment stories, this time beginning with the idea they want to develop or show. **Throughout this unit scholars should continue to write their big idea on the first page of their booklet to keep it front and center as they write. Scholars should do this for each story, after the lesson that teaches them to do so, even though it is not explicitly mentioned in each individual lesson.**
- At the beginning of this unit, scholars will write for a minimum of 20 focused minutes. By the end of this unit, they will write for a minimum of 25-30 minutes. The benchmark for November 15th is 25 minutes of focused independent writing for all scholars.
- Scholars will continue to write in 3-page booklets during this unit, but the paper choice changes to include more lines, and less space for a picture.
- Add loose paper to your writing center in all varieties of paper choices so that scholars are able to add onto a piece as needed.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

- **Scholars will continue to write 2-3 pages per day.** Writing should be continuous; as soon as scholars finish one piece, they should get more paper and begin another.
- More sophisticated writers will stay with stories longer, adding on pages, and revising as they do. Less sophisticated writers will write more individual small moment stories during this unit.
- Each day scholars may add onto a piece, begin a new one, or a combination of both. If the “try” portion of the mini-lesson sets scholars up to revise/add onto a piece in a specific way, be sure scholars move onto revising another piece, continue adding onto the piece they used during the try, or begin a new piece. This will ensure volume, as well as ensure that scholars have multiple opportunities to practice the teaching point. Scholars will not internalize the teaching point if they just try it one time in one piece.
- Mini-lesson teaching points are cumulative. This means that even though your model writing, and scholar writing should clearly demonstrate the teaching point, the expectation is that both also demonstrate the repertoire of teaching points you have taught previously in this (and past) units.
- During this unit, continue to use your own writing folder, which will look like the folders scholars use. Inside will be the pieces you use to demonstrate in mini-lessons and small groups. Be sure to save the pieces you use to model with throughout the unit. Always show scholars your model writing using the ELMO.
- Throughout the unit you will notice many lessons include the mid-workshop teach and the share. These may be changed based on the needs and strengths of your scholars. You may use this time to: reinforce the teaching point of the mini-lesson, share scholars’ work, reinforce a former teaching point, expand on a skill, etc. You will often do more than one mid-workshop teach on a given day.
- During this unit, assign scholars to long term writing partnerships. They should sit next to this person during the mini-lesson and share, and meet with them whenever a specific lesson calls for partnership work.



Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

- During Part 3 of this unit, scholars will edit their work each day using a daily editing checklist (see *anchor charts* below). This should take approximately 3 minutes per day. It should never take more than 5 minutes, as this will cut into writing time.
- Throughout the unit, continue to use the chart below to demonstrate where scholars are in the writing process. Prior to starting the unit, post the following chart and move the clothespin along the continuum explicitly telling scholars where the class is in the writing process. This will help them internalize the process they follow during each unit.





Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Components of THINK Literacy that support this unit:

Read Aloud

- *Personal Narrative/Small Moment Stories*
- *Mentor Texts:*
 - *My Best Friend*
 - *Across the Alley*
 - *Other titles from Unit 3 Read Aloud List*

Shared Writing/Oral Storytelling

- **Continue to dedicate 5 minutes per day to oral storytelling**
 - This can come directly before the writing workshop or at another time of day (after lunch is a great time to do this because scholars have a lot to say).
 - Scholars should work with their writing partners during this time.

Option 1: Retell a shared story

- Retell a shared small moment. Example: When you first entered your new classroom as a class.
- Scholars practice telling the same story with partners.
- Repeat across 2-3 days, each time adding more detail (i.e. dialogue, feelings, thinking, descriptive language, etc.). You may use the following prompts to scaffold scholars:
 - “Tell it again with dialogue.”
 - “Tell it again, but this time show rather than tell how you were feeling.”
 - “Tell it again, but this time describe the setting.”
 - “Tell it again, but this time start the story with the action instead of with dialogue.”

****Class stories can be recorded during shared writing and used for the “try” portion of mini-lessons.**

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Option 2: Scholars tell their own stories.

- Scholars “pull a story out of their pockets” and tell their own stories to partners.
 - Scholars should tell the same stories more than once, revising and adding details as they go to bring out their central idea.
- In addition to telling and writing shared stories to be used during the “try” portion of mini-lessons, use shared writing time to reread mentor texts like readers. *See “things to notice as you read like writers” in read aloud section above.*
- Create a mentor text chart that keeps track of what you notice. The chart should be structured as follows:
What we noticed/Where we noticed it/Examples/Why writers use it.

Assessment:

- Scholar writing
- Notes from strategy lessons

Suggestions for Small Group Work:

Ideas

- Generating meaningful topics for writing.
- Identifying your central idea.
- Showing a central idea.

Structure

- Writing 2-3 pages per day.
- Planning stories with beginnings, middles, and ends.
- Rehearsing/planning using quick sketch.
- Focusing on a small moment (not bed-to-bed).
- Zooming in on the most important part.
- Showing events unfold with micro-actions.
- Writing and engaging beginning.
- Writing an ending that shows the central idea.

Details

- Stretching out the story bit-by-bit rather than summarizing.
- Including setting.
- Including dialogue.
- Vivid/Descriptive language.
- Showing rather than telling feelings.



Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

- Internal thinking.
- Developing important parts.
- Choosing details that show the central idea.

Conventions

- Monitoring for sense: re-reading often to make sure writing is clear.
- Ending punctuation.
- Correct use of capitalization.
- Spelling word wall words correctly.
- Subject/Verb agreement.
- Writing with a consistent verb tense.



Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Anchor Charts

Charts should be made in front of and with scholars. They should be added to during the mini-lessons, the mid-workshop teach, and the share. Charts should include visuals as well as words when appropriate. Listed below are the charts you will make throughout this unit. Parts of the Writing Workshop:

- *Writers write stories to show big ideas.*
- *Writers show important details in our stories* (You may instead choose to add to *Writer's Toolbox* chart from the previous unit).
- *Daily Editing Checklist.*
- *Writers revise our stories by* (this chart can be added to from the previous unit).

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Unit 3	Writing for An Audience and Writing For Readers	
Part 1	Writers start with a big idea and plan our stories to show that idea	
PT 1/TP 1	Writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.	13
PT 1/TP 2	Writers get ideas for stories by choosing topics that give us big strong feelings. Then we ask ourselves, "What idea am I trying to show?"	16
PT 1/TP 3	Writers plan our stories by sketching across three pages. Then we check that each sketch connects to the big idea we are trying to show.	18
Part 2	Writers add details to our stories that connect to our big idea	
PT 2/TP 1	Writers help our readers make a mind movie by showing the setting throughout the story.	21
PT 2/TP 2	Writers add dialogue to our stories by imagining our stories like a movie, and writing what people said to each other.	23
PT 2/TP 2	Writing partners help each other add realistic dialogue by acting out scenes from each other's stories.	25
PT 2/TP 3	Writers help our readers make mind movies by breaking actions into smaller steps.	27
PT 2/TP 4	Writers bring our stories to life by choosing juicy, precise words.	29
PT 2/TP 5	Writers show, not tell feelings by describing what the feeling looks like on our face and body.	31
PT 2/TP 6	Writers bring out the inside story by showing what we were thinking.	33
PT 2/TP 7	Writing partners help each other improve our writing by complimenting one thing we did to show our big idea, and suggesting one thing we should try.	35

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Part 3	Writers write for an audience by making our writing easy for others to read	
PT 3/TP 1	Writers write complete, clear sentences by using ending punctuation and capitalizing the first letter of the sentence.	37
PT 3/TP 2	In addition to beginning sentences with capital letters, writers use capital letters for specific names and places. These are called proper nouns.	39
PT 3/TP 3	Writers make sure our writing makes sense by stopping often, rereading, and asking themselves, “Does this make sense?”	41
PT 3/TP 4	Writers write words wall words in a snap by taking a mental picture and writing the whole word.	42
PT 3/TP 5	When writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn’t miss any.	44
PT 3/TP 6	Writers punctuate dialogue correctly by using quotation marks.	46
PT 3/TP 7	Writing partners become writing coaches by helping each other find places that don’t look right, sound right, or make sense.	48
Part 4	Writers Choose a piece to revise, edit, and publish	
PT 4/TP 1	Writers choose a piece to revise, edit and publish, by rereading all of their stories and deciding which piece they are most proud of.	50
PT 4/TP 2	Writers revise our writing by adding details to an important part that show our big idea.	52
PT 4/TP 3	Writers revise our small moment stories by acting them out and then adding the tiny details they left out the first time.	54
PT 4/TP 4	Writers edit their writing by using their editing checklist and doing multiple reads.	55
PT 5/TP 5	Writers choose a title for their piece that shows their big idea.	57
PT 6/TP 6	Writers get ready to publish by making a title page and adding color.	59

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

1. Scholars have cleaned out writing folders.
2. Writers create new “Heart Maps” for this unit (of ideas, people, things that are important to them).
3. Add teaching point to chart: *Writers write stories to show big ideas.*

PT 1/TP 1	Writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.
Connection Capture scholars’ attention.	<i>During our last writing unit, Small Moments, you did fantastic work writing stories from your lives, showing your stories unfold bit-by-bit to make a movie in the mind of your readers. We will continue to do this in our new unit, “Writing for an Audience”. When we write for an audience, or for our readers, there are 2 things we must do. 1. Write interesting stories that hook our readers and make them want to keep readings 2. Write clearly, neatly and carefully so that our audience is able to understand our ideas. During this unit we are first going to work on writing compelling stories with interesting details. Then we will focus on writing with correct conventions like capital letters, and punctuation, and quotation marks to ensure others can easily read and understand our stories.</i> <i>During Read Aloud and Guided Reading we often talk about how our books have main ideas, or an idea the author is trying to show. For example, in My <u>Best Friend</u>, Mary Ann Rodman shows us that Lily is so focused on Tamika being her best friend that she almost misses out on being best friends with Keesha. Mary Ann Rodman planned and wrote her story around this big idea. She did this by choosing an important topic (friendship) and then thinking about what she wanted to show.</i> <i>Today I am going to teach you that writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.</i> Refer to your anchor chart

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Teach

Teach ONE thing by demonstrating.

Watch me as I find an idea for a story by thinking of a topic that matters to me, and the big idea I am trying to show.

Think aloud about a topic that matters to you. This may be a person, a place, an object, or something you love doing. Look at your writing folder or your heart map to help you.

For example:

Scholars, a topic that really has become important to me is running. Every morning, as the sun comes up I run by myself across the Brooklyn Bridge, and this has become one of the most special parts of my day. So, now I need to think about the idea I want to show. Hmmm, that's harder. I need to think for a moment. Well I guess one idea I could show is that I love running, but I don't think that's all. I think there is more to it than that. Maybe I should think about why I love to run in the morning. That's easy. I love to run in the morning because it is quiet, and peaceful, and I am alone with my own thoughts. Also the sun is so beautiful when it rises like a big orange ball of fire over the river. The rest of my morning is so quick and hectic. So then, the idea I want to show is that running each morning is precious to me because it's incredibly quiet and peaceful. Jot this idea on the top of the first page of your booklet. I am going to jot my idea here so that as I write my small moment, I can make sure my story shows my idea.

Quickly sketch on each page as you story tell angling your sketches and your small moment to show your idea.

For example:

Page 1: Sketch yourself leaving your building wearing your running sneakers and say:

My sneakers hit the pavement and I began to run through the dark streets toward the river. With each step, I became a little more awake. I could hear the birds singing their early morning songs. Other than that, everything was quiet. The whole city is asleep except for me, I thought.

Continue to sketch and story-tell on pages 2 and 3.

Did you see how I found an idea for writing by thinking of a topic that mattered to me, and the big idea I am trying to show?

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn to try; you're going to find ideas for writing by thinking of a topic that matters to you, and the big idea you are trying to show.</i> <i>First, think of a topic that matters to you. You can use your writing folder or heart map to help you, like I did. When you've got it, hold it up. Now think of the idea you want to show about that topic. This is more challenging, so take a moment or two to think quietly. As scholars think, quietly coach individual scholars to articulate a big idea.</i> <i>Jot your idea at the top of your first page like I did. Now turn and tell your partner the idea you are going to show.</i> <i>Share a few examples of big ideas scholars have written.</i> <i>Great, now whisper into your hand as you story-tell each part of your story. You can touch each page as you story-tell.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on, remember that writers find ideas for stories by thinking of a topic that matters to us, and the big idea we are trying to show.</i>

Mid-Workshop Teaching: Have scholars stop and reread what they wrote so far and check that each part shows their big idea.

Share: Share examples of scholar work that show big ideas.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to anchor chart *Writers write stories to show big ideas.*

PT 1/ TP 2	Writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, “what idea am I trying to show?”
Connection Capture scholars’ attention.	<i>Yesterday we wrote our small moment stories thinking about the ideas we wanted to show. We will continue with this work today.</i> <i>Many of our favorite books by published authors are powerful at least in part because they evoke strong feelings in us, the reader. For example, when we read <u>Across the Ally</u>, by Richard Michelson, we can feel the narrator’s hope and fear as he steps up to the pitchers mound to throw his first pitch. We also felt incredibly angry when the people in the temple move away when Willie and his father sit down. The strong feelings these stories evoke help lead us to understand the idea the author is trying to show. For example, in <u>Across the Ally</u>, both of these parts help us understand how in this story the two boys were able to overshadow racism and stereotypes through their friendship and talents.</i> <i>Writers, today I’m going to teach you that writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, “what idea am I trying to show?”</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do to choose an idea for a story that gives me a big, strong, feeling. Then I will ask myself, “what idea am I trying to show?”</i> Model choosing a topic for writing that evokes a strong feeling (for you). Then ask and answer the question, “what idea am I trying to show?” Write your big idea at the top of the first page of your booklet as you did yesterday. Quickly sketch on each page of your booklet as you story-tell planning your small moment. For this lesson, have your small moment prewritten. Display it using the ELMO and read it to scholars

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	so they have a model of what they are aiming for. <i>Scholars did you see how I got an idea for a story by choosing a topic that gives me a big, strong feeling? Then I asked myself, “what idea am I trying to show?”</i>
Try Scholars must participate and practice to learn.	<i>Now it’s your turn to try. You’re going to get an idea for a story by choosing a topic that gives you a big, strong feeling. Then you will ask yourself, “what idea am I trying to show?”</i> Prompt scholars to think of a topic for writing that evokes a strong feeling for them. They can use their writing folder or heart map if they need assistance. After choosing a topic, scholars write the idea they want to show at the top of page one, like they did yesterday. Then prompt scholars to turn and tell their partner the big idea they want to show.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on remember that writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, “what idea am I trying to show?”</i> <i>The first thing you will do today is meet with your writing partner at your table stops to plan how your story will go. You will take turns touching each page and story-telling your small moments bit-by-bit.</i>

Mid-Workshop Teaching: 1) Highlight examples of scholars who have stretched out their moment bit-by-bit.

2) Prompt scholars to stop after each page and reread to make sure they are showing their idea.

Share: Share examples of scholar work that are focused, small moments that evoke big, strong feelings, and show big ideas.

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Before this lesson:

Add teaching point to the chart *Writers write stories to show big ideas.*

PT 1/ TP 3	Writers plan our stories by sketching across three pages. Then we check that each sketch connects to the big idea we are trying to show.
Connection Capture scholars' attention.	<i>Writers, just like published authors, we have been writing small moment stories around important ideas we want to show.</i> <i>Today I want to teach you that when we sketch quickly across 3 pages, this doesn't just help us remember how our story goes, it also helps us to hold onto our important idea and make sure we are carrying across all of the pages of our story.</i> <i>Today I'm going to teach you that writers plan our stories by sketching across three pages. Then we check that each sketch connects to the big idea we are trying to show.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do; I am going to plan my story by sketching across three pages. Then I will check that each sketch connects to the big idea I am trying to show.</i> Model choosing a topic for writing and identifying the idea you want to show. Example: <i>Topic: Taking my niece on the Central Park Carousel</i> <i>Idea: It was meaningful for me to take my niece to my happiest place from my childhood.</i> Jot your big idea on the top of the first page, as you have done during previous lessons. As you sketch across 3 pages, think aloud about connecting each sketch to your idea to make sure you are carrying it across the 3 pages. Example: <i>Hmmm, the idea I am trying to show is that it was incredibly special for me to take Maya to the place I loved the most when I was her age. I am going to make sure to include the biggest, highest horse in my sketch on the first page because this is something I loved the most, and Maya loves too. Then I can remember to write "When the music started, I helped Maya climb atop the biggest, tallest horse, just like I</i>

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	<i>had loved to do when I was a little girl..."</i> <i>Scholars did you see how I planned my story by sketching across three pages? Then I checked that each sketch connected to the big idea I was trying to show.</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You're going to plan your story by sketching across three pages. Then you will check that each sketch connects to the big idea you are trying to show.</i> Prompt scholars to think of 1) A topic for writing 2) The idea they want to show. They should write this idea at the top of their first page, then turn and share their topic, and the idea they will show with their writing partners. <i>Now scholars, right on the rug you are going to quickly sketch across 3 pages as you always do. But this time, be sure to include important events in each sketch that connect to the idea you want to show.</i> Give scholars about 30 second to sketch on each page. <i>Turn and tell your partner 3 things you included in your sketches that connect to the idea you want to show.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Scholars, today and from now on we will plan our stories by sketching across three pages. Then we will check that each sketch connects to the big idea we are trying to show.</i> <i>Then, before you begin writing you will meet with your partner at your table spots and use your sketch to story-tell the moment bit-by-bit. As you do, make sure you can see your small moment in your mind like a movie, and your partner can, too.</i>



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Mid-Workshop Teaching: 1) Highlight examples of scholars who used their quick sketches to hold onto their big idea as they wrote.
2) Prompt scholars to stop after each page and reread to make sure they are showing their idea.

Share: Share examples of scholar work that are focused small moments that show an idea. Prompt other scholars to turn and talk about the main idea of the story.

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Before this lesson:

Add teaching point to anchor chart: *Writers include important details in our stories*

PT 2/ TP 1	Writers help our readers make a mind movie by showing the setting throughout the story
Connection Capture scholars' attention.	<i>Writers, during the last unit we learned that writers can draw our readers into our stories by describing the setting. But great writers don't just describe the time and place on the first page; we show it throughout our stories. This allows our reader to constantly envision exactly when and where the action is happening, and to see, hear, smell and feel along with our characters.</i> <i>Richard Michelson does this in <u>Across the Alley</u>.</i> Read a few examples from <u>Across the Alley</u> that show how the author shows the setting throughout the story. <i>Today I am going to teach you that writers help our readers make a mind movie by showing the setting throughout the story.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do, I am going to help my readers make a mind movie by showing the setting throughout the story.</i> Go back to a small moment you have previously written. Setting should be on the first page only. Reread your small moment aloud. Then, go page-by-page, closing your eyes to make a mental movie of your story, and adding multisensory details that show the setting. Rather than stating the setting "It was cold," show it: "I pulled my jacket more tightly around me as I shivered against the wind." <i>Writers, did you see how I helped my readers make a mind movie by showing the setting throughout the story?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You are going to help your readers make a mind movie by showing the setting throughout the story.</i> Scholars reread the story they brought to the rug. Then they put a small post-it on two places where they will show the setting (beyond the first page). Coach scholars to make a mind movie of their

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	story to really see, smell, hear, and feel details about the setting. <i>Turn and tell your partner how you will show the setting throughout your story. Tell your partner the exact words you will write.</i>
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on remember that writers help our readers make a mind movie by showing the setting throughout the story.</i>

Mid-Workshop Teaching: Remind scholars that they can make a mind movie to help them remember details about the setting and to help them show the setting to their readers. Have scholars re-read their writing to see if they can describe the setting in more detail.

Share: Share examples of scholar writing that showed the setting beyond naming time and place.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 2	Writers add dialogue to our stories by imagining our stories like a movie, and writing what people said to each other.
Connection Capture scholars' attention.	<i>Scholars, during the first part of this unit we learned that writers have an idea we are trying to show and we plan and write our stories in a way that conveys this idea to our readers.</i> *Show an example from a published book, or scholar work. <i>One way that writers convey our big idea to our readers is by including important details that show this idea. During this part of our unit, we are going to focus on including important details as we write our small moment stories just like our favorite authors do.</i> <i>When we read <u>My Best Friend</u> by Mary Ann Rodman, we notice that she uses dialogue to help us understand how badly Lily wants to be friends with Tamika. For example, (show this page of <u>My Best Friend</u>, on the ELMO) when Lily calls "Tamika, where are you?" as soon as she arrives at the pool, we know she cannot contain her excitement at seeing Tamika again.</i> <i>Today I'm going to teach you that writers add dialogue to our stories by imagining our stories like a movie, and writing what people said to each other.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do; I am going to add dialogue by imagining my story like a movie, and writing what people said to each other.</i> <i>Go back to a small moment story you have used previously to model. Reread and then think aloud about where you will add dialogue, and the idea you want the dialogue to show. Make a movie in your mind to remember what people said.</i> <i>For example: I want the dialogue on this page to show how excited Maya and I both were to be riding the carousel together. This will help my reader understand my main idea—how meaningful it was to be sharing with my niece one of the happiest things from my own childhood.</i> <i>Add dialogue to your story in front of scholars, using the ELMO so they can see how you punctuate it</i>

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	correctly. If there is room on the paper, use an asterisk to add it below. If there is not room, add the dialogue on a big post-it. <i>Did you notice how I added dialogue to my story by imagining my story like a movie, and writing what people said to each other?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You're going to add dialogue to your story by imagining your story like a movie, and writing what people said to each other.</i> Have scholars reread the small moments they brought to the rug and the big idea they wrote at the top of the first page. Then scholars should choose one place they will add dialogue. Prompt them to go back to that part of the story, making a movie in their mind to remember the words people said. Have them write the dialogue they will add to this part into their story, or on a big post it if there is not room. Then prompt scholars to share their dialogue with their partner, as well as the idea that it shows.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Writers, today and from now on, remember that writers add dialogue to our stories by imagining the story like a movie and writing what people said to each other.</i>

Mid-Workshop Teaching: Challenge scholars to use words other than *said* in their writing. Instead, scholars should use more precise tags. Have these charted for scholars' reference. (For example, if a person said something loudly you might use *shouted, yelled, exclaimed, etc.*)

Share: Share examples of scholar work that uses dialogue and what that dialogue shows.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 3	Writing partners help each other add realistic dialogue by acting out scenes from each other's stories.
Connection Capture scholars' attention.	<i>Writers, yesterday we learned that dialogue can be a powerful tool in helping our readers to make mind movies of our stories, and helping our readers understand the main idea we are trying to show. The use of dialogue is most effective when it sounds the most realistic. That means, when it sounds like what people would actually say when they are talking.</i> Show an example from <i>My Best Friend</i>, by Mary Ann Rodman. <i>Sometimes it can be tricky, since many of our small moments happened a long time ago, to remember exactly what the people in our stories said. Our writing partner can help us with this.</i> <i>Today I am going to teach you that writing partners can help each other add realistic dialogue by acting out a scene from each partner's story.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch my partner and me help each other add realistic dialogue by acting out a scene from each partner's story.</i> Reread a small moment you have previously written. Identify one scene where you will add dialogue, and what you want the dialogue to show. Using a co-teacher or a scholar as a writing partner, act out this scene (each of you playing the role of a character). Add the dialogue into your story. <i>Writers, did you see how we helped each other add realistic dialogue by acting out a scene from each partner's story?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try, you're going to help each other add realistic dialogue by acting out a scene from each partner's story.</i> Go back to a shared small moment story. Reread with scholars. Identify the part of the story to which you will add dialogue together. Reread

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	just this page. 1) Prompt scholars to turn and talk about what the dialogue should convey (for example, how excited the class was during this part of the small moment). 2) Scholars act out the scene with their writing partners, each taking on the role of a character. 3) Have one partnership act out the scene for the class. (Choose a partnership whose dialogue sounded most realistic.) 4) Add dialogue into the small moment, based on what scholars said when they acted out the scene. Remind scholars of a shared moment they experienced together (a funny thing that happened at recess, the time a mouse ran across the room, etc). Using a large version of the scholar's writing booklets, have part of this story already written out, but missing dialogue. Have scholars practice acting out the story to help notice where you should add dialogue. Then, go back to your booklet and have scholars tell you where to put dialogue and what the characters should say.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Scholars, today and from now on work with a writing partner to help each other add realistic dialogue by acting out a scene from each partner's story.</i>

Mid-Workshop Teaching: After scholars have written for 10-15 minutes: *Put a post-it on one scene to which you want to add dialogue. In a moment you will get together with your writing partner and act out this scene. Then you will add this dialogue to your small moment. Then you will switch. After meeting with your writing partners, you will have time to continue writing independently.*

Share: Share examples of partnerships that successfully helped each other add realistic dialogue to small moment stories.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 4	Writers help our readers make mind moves by breaking actions into smaller steps.
Connection Capture scholars' attention.	<i>Scholars, yesterday our writing partners helped us use realistic dialogue to create mind movies for our readers.</i> <i>Another way to do this is to break actions into smaller steps so that we are showing what happened, rather than just telling it. Let me show you what I mean.</i> <i>In the scene from <u>Across the Alley</u>, Abe throws his first pitch at the baseball game, the author could have just written. I threw my first pitch and it went too high. But that's not edge-of-your-seat writing. Nor does it help us make a mind movie. Listen to what Richard Michelson wrote instead:</i> <i>Display this page on the ELMO.</i> <i>"I'm standing still, but my stomach feels like it's stuck riding the roller coaster. My first pitch flies over the batter's head. I stare down at my feet, but out of the corner of my eye I see Grandpa standing between Willie and Willie's daddy. They're all cheering me on.</i> <i>Michelson breaks the action of throwing the first pitch, and having it go too high into smaller steps so that we as readers can really picture the scene.</i> <i>We also want to be the kinds of writers who do this.</i> <i>So, today I'm going to teach you that writers help our readers make mind movies by breaking actions into smaller steps.</i>

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Teach Teach ONE thing by demonstrating.	<i>Watch me as I help my readers make mind movies by breaking actions into smaller steps.</i> Have your small moment already sketched. Use your sketches to quickly story tell. Then go back to one part and think aloud as you show this part unfold with micro actions rather than summary. Write in front of scholars. <i>Writers, did you see how I helped my readers make mind movies by breaking actions into smaller steps?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You are going to help your readers make mind movies by breaking actions into smaller steps.</i> Scholars take out the small moment story they brought to the rug. 1) Prompt scholars to summarize just the first page by listing big actions. Stress that this is not the way we want to write. 2) Scholars think for a moment about how they will show this page unfold using smaller steps. 3) Scholars write their first page, stretching it out with small actions. Share a few examples.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on remember that writers help our readers make mind movies by breaking actions into smaller steps.</i>

Mid-Workshop Teaching: Have scholars meet with their partners and reread their writing. Partners 1) Compliment a place where the writer has stretched out the scene using small actions. 2) Identify one place they lose their mind movie that the writers should further stretch out with small actions.

Share: Share examples of scholar work that demonstrates big actions being broken down into smaller steps.

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Before the lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 5	Writers bring our stories to life by choosing juicy, precise words.
Connection Capture scholars' attention.	<i>Writers, we've been working on bringing out the important details of our small moment stories, so that our readers are able to see our stories unfold like movies when they read them.</i> <i>Today I am going to show you another way writers do this.</i> <i>Today I'm going to teach you that writers bring our stories to life by choosing juicy, precise words.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do. I'm going to bring my story to life by choosing juicy, precise words.</i> Reread and model adding onto an existing small moment story. As you do, think aloud about choosing precise verbs and adjectives. For example, instead of writing, "I went outside," write, "I bounced outside" to show you were excited. Instead of writing "the pretty box" write "the small, delicate box." <i>Writers, did you notice how I brought my story to life by choosing vivid, precise words?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You're going to bring your story to life by choosing juicy, precise words.</i> <i>Reread the piece you brought to the rug today. Find 3 boring words you want to replace with vivid, precise ones. Write the words you will use instead on a post-it and put it over the original word you wrote.</i>

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Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Writers, today and from now on, you're going to bring your story to life by choosing juicy, precise words.</i> <i>Using juicy, precise words is another way to create a movie in the minds of our readers.</i>

Mid-Workshop Teaching: Share examples of vivid, precise words scholars have used.

Share: Scholars write their favorite word that they used in their writing today on a post-it. Create a chart of vivid words, making one column for adjectives (describing words) and another for verbs (action words). This chart should stay up in the classroom for scholars to use during writing and whole-class conversation.

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 6	Writers show-don't-tell feelings by describing what they look like on our face or body.
Connection Capture scholars' attention.	<i>Writers, in our last writing unit we learned that one way to create a mind movie for our readers is to show, not tell, feelings.</i> <i>For example, in <u>Across the Ally</u>, Richard Michelson could have just written, "I was so nervous," when Abe is telling the part of the story where he throws his first pitch. Instead he writes, "I'm standing still, but my stomach feels like it's stuck riding a the roller coaster." After Abe's first pitch isn't so great, Michelson could have just written, "I was embarrassed." Instead he writes, "I stare down at my feet..." In both cases, the author shows, rather than tells how Abe is feeling. As readers, this lets us really understand how Abe was feeling, and experience his emotions right along with him.</i> <i>So today I am going to teach you that writers show-don't-tell feelings. They do this by describing what the feeling looks like on their face or body.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show-don't-tell feelings, by describing what they look like on my face or body.</i> Go back to a story in which you have stated the feeling (ex. I was so nervous). Act out this feeling and think aloud about what it looks like on your face and body. Then write in front of scholars as you revise to show, not tell the feeling. <i>Did you notice how I showed rather than told feelings by describing what the feeling looks like on my face or body?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to show-not-tell feelings, by describing what they look like on your face or body.</i> Scholars take out the small moment story they brought with them to the rug and locate a place where they stated (told) a feeling. Then they act out how it looks on their face and body and then turn and write on a big, lined post-it how they will show the feeling. Then they turn and share what they will write with their partners. Share a few great examples.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write, you can show-don't-tell feelings by describing what they look like on your face or body.</i>

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Before this lesson:

Add teaching point to chart: *Writers include important details in our stories.*

PT 2/ TP 7	Writers bring out the “inside story” by showing what we were thinking.
Connection Capture scholars’ attention.	<i>Writers, we have been working on including dialogue in our stories so that our readers can picture them like a movie. Another way to bring our readers into the world of our story is to not just let them in on what happened or what we said or did (the outside story), but also let them in on what we were thinking (inside story).</i> <i>Let me show you what I mean: In her book, <u>My Best Friend</u>, Mary Ann Rodman writes so her story unfolds with a little bit of action (outside story) and a little bit of thinking (inside story). Then some more action (outside story) and a little more thinking (inside story).</i> <i>For example, (display page on ELMO) “I want to stick out my tongue at Shanice. Tamika, too. THINKING They laugh and laugh. They think it’s funny. ACTION I am not a baby! THINKING I am so mad, I jump into the pool. ACTION “You are a good diver,” says Keesha. ACTION Keesha is nice but she’s not Tamika. THINKING</i> <i>As you say ACTION and THINKING, gesture a certain way for each, and prompt scholars to gesture with you.</i> <i>Today I am going to teach you that writers bring out the “inside story” by showing what we were thinking.</i> <i>Then we write in a way so that our story unfolds with a little bit of outside story, a little bit of inside story, just like Mary Ann Rodman.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch what I do, I’m going to bring out the inside story by showing what I was thinking.</i> <i>Go back to a story you’ve already sketched. Quickly use the sketches to tell scholars how your small moment goes.</i> <i>Then go page by page and write in front of scholars alternating between action, (outside story) and thinking, (inside story). Prompt scholars to whisper and gesture (“ACTION...THINKING”) as you write. Incorporate dialogue and show feelings as well so that your model writing is cumulative of what</i>

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	you've previously taught. <i>Did you notice how I brought out the inside story by showing what I was thinking?</i> <i>Then, I wrote so that my story unfolds with a little bit of outside story, a little bit of inside story, just like Mary Ann Rodman!</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to try. You're going to bring out the inside story by showing what you were thinking.</i> <i>Take out your small moment story you brought to the rug that you've already sketched. Use your sketch to quickly remind yourself how your small moment goes.</i> <i>Now turn to your partner and story-tell the first page, making sure you tell a little bit of action (outside story), and then a little bit of thinking (inside story), then some more action (outside story), and some more thinking (inside story). As one partner story-tells, the other should gesture and whisper ("ACTION...THINKING").</i> Share 1-2 great examples.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on, whenever you're writing remember to bring out the inside story by showing what you were thinking.</i> <i>Be sure to write so that your story unfolds with little bit of action (outside story), and then a little bit of thinking (inside story), then some more action (outside story), and some more thinking (inside story).</i>

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PT 2/ TP 8	Writing partners help each other improve our writing by complimenting one thing we did to show our big idea, and suggesting one thing we should try.
Connection Capture scholars' attention.	<i>Writers, you know many ways to add important details to your writing. Review chart.</i> <i>Today you are going to get some coaching from your writing partner about which of these tools you can use to make your writing even better.</i> <i>Today I am going to teach you that writing partners can help us improve our writing by complimenting one thing we did to show our big idea, and suggesting one thing we should try.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as my writing partner and I help each other improve our writing by complimenting one thing we did to show our big idea and something we should try.</i> Model reading a small moment story to your partner (a co-teacher or a scholar) and telling them your big idea. Hold the piece between you so your partner is able to see it. Your partner should compliment one way you've successfully added important details to your writing, and suggest one thing you should do to improve you writing. Your partner should give a specific example of where you should try it. Revise your story based on your partner's feedback. At every step your writing must be clearly visible to all scholars on the ELMO. <i>Writers did you see how my writing partner helped me improve my writing by complimenting one thing I did to show my big idea, and something I should try?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to be my writing partner and help me improve my writing by complimenting one thing I did to show my big idea and suggesting one thing I should try.</i> Display another small moment you've written on the ELMO. It should be familiar to scholars. Tell scholars they will be your partner. Read your small moment aloud as scholars follow along. Then prompt scholars to turn and tell their partners: 1) One thing you've done successfully to show your big idea. 2) One thing you should try, and where you should add it. Revise your small moment in front of scholars based on their feedback.



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Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Writers, today and from now on our writing partners can help us to improve our writing by complimenting one thing we did to show our big idea and suggesting one thing we should try.</i> <i>The first thing you will do today is meet with your writing partner to get their feedback. Then as you write independently you will incorporate your partner's suggestions.</i>

Mid-Workshop Teaching: Share examples of scholars who are revising based on their partner's feedback, or using their partner's feedback as they write a new story.

Share:

Share examples of helpful, specific feedback AND examples of scholars who used their partner's feedback to improve their writing.

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Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

PT 3/ TP 1	Writers write in complete, clear sentences by using correct ending punctuation and capitalizing the first letter of the sentence.
Connection Capture scholars' attention.	<i>Writers, during the first part of this unit we learned to write for our audience by 1) Writing our small moments to show interesting, meaningful ideas. 2) Making mind movies for our readers by writing so that our stories unfold bit by bit, showing important details. We will continue to do all of these things as we move into the next part of this unit.</i> <i>For the next couple of weeks, we will focus on another aspect of writing for our audience. We will make sure that our writing is clear, easy to read, and makes sense.</i> <i>Today I'm going to teach you that writers write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i> <i>This tells our readers exactly how to read our stories.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i> Quickly reread. Then, continue where you left off with the story you used to model yesterday. As you add to your story, remind scholars that you are going to focus on ending every sentence with a period, question mark, or exclamation point and starting every sentence with a capital letter. As you write, think aloud about your process for figuring out where a sentence ends and what type of punctuation you should use based on your meaning. <i>Did you notice how I wrote with complete, clear sentences by using ending punctuation and beginning sentences with capital letters?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i> Prompt scholars to take out the unfinished piece they brought to the rug. First, have scholars reread what they've written so far. Tell scholars they will add on to their stories, and that as they do, they will focus on using ending punctuation and beginning all sentences with a capital letter. Give scholars enough time to write a few sentences. Then prompt scholars to share with their partner what they have written, focusing on ending punctuation and beginning capitalization. Show a few crystal clear examples using the ELMO.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write you can write with complete, clear sentences by using ending punctuation and beginning sentences with capital letters.</i>

Mid-Workshop Teaching: We can check to see if we have ending punctuation in the right place by reading our writing out loud (quietly) to ourselves and listening for where our voice is supposed to stop. If it's a big stop, the end of a complete thought, then it's probably the end of a sentence and we need to use ending punctuation and start the next sentence with a capital letter.

Prior to share: Add teaching point to daily editing checklist.

Share: Introduce the daily editing checklist (you will add an item each day, based on your mini-lessons and scholars will take 3 minutes to check their work before coming to the rug for the share).
Scholars edit their work using the daily editing checklist.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

Chart proper and non proper nouns (places and people) with scholars: school vs. Harlem Success, my teacher versus Ms. Beckford.

PT 3/ TP 2	In addition to beginning sentences with capital letters, writers use capital letters for specific names and places. These are called proper nouns.
Connection Capture scholars' attention.	<i>We have been working on making our writing crystal clear and easy for others to read.</i> <i>Today I'm going to teach you that in addition to beginning sentences with capital letters, writers use capital letters for specific names and places. These are called proper nouns.</i> Also, it might be helpful to go through a few examples of names/places that would or would not require a capital letter (e.g).
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use capital letters for specific names and places. These are called proper nouns.</i> Teacher think aloud/modeling: As you add to your story, focus on using capital letters for specific names and places (proper nouns). Do so in the context of writing well, continuing to demonstrate bit-by-bit writing and detail taught earlier in this unit. <i>Did you see how I used capital letters for specific names and places? These are called proper nouns.</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to use capital letters for specific names and places. These are called proper nouns.</i> Have scholars take out their writing folders that they've been sitting on and take out a story they have already begun. First, prompt scholars to reread what they've written to put themselves back into their stories. Tell scholars as they add they should focus on using capital letters to begin specific names and places (proper nouns). Give scholars enough time to write a few sentences, and then have scholars show their partner proper nouns (specific names and places) they chose to capitalize. Share a few examples, using the ELMO.



Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on, in addition to beginning sentences with capital letters, use capital letters for specific names and places. These are called proper nouns.</i>

Share: Share work that strategy group did on subject/verb agreement and add to Daily Editing Checklist.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

PT 3/ TP 3	Writers make sure their writing makes sense by stopping often, rereading, and asking themselves, “Does this make sense?”
Connection Capture scholars’ attention.	<i>We have been writing small moment stories. Yesterday we learned that writers zoom in on small moments by asking themselves, “Which part do I most want my reader to know about?”</i> Today I am going to teach you that writers make sure their writing makes sense by stopping often, rereading, and asking themselves, “Does this make sense?”
Teach Teach ONE thing by demonstrating.	Watch me as I write, stop often, reread, and ask myself, “Does this make sense?” <i>Have your small moment already sketched and the first page written. Recap your small moment and reread the first page to scholars. As you write the second page in front of them, stop after every 1-2 sentences and reread to make sure your writing makes sense. When it does not, fix it so it does, and reread.</i> <i>Did you notice how as I wrote I stopped often, reread, and asked myself, “Does this make sense?” If it made sense, I kept writing. If it didn’t make sense, I went back, reread it again, figured out what was wrong and fixed my mistake.</i>
Try Scholars must participate and practice to learn.	Now it’s your turn to try. You’re going to make sure your writing makes sense, by stopping after each sentence, rereading, and asking yourself, “Does this make sense?” <i>Take out your small moment story that you will continue writing today. Reread it. Now write the beginning of the next page right here on the rug. After each page, stop and ask yourself, “does this make sense?” If it does, keep writing. If it doesn’t, fix it up.</i> Share a few examples of scholars who fixed their writing so it made sense.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	Today and from now on after you write a sentence you need to stop, reread, and ask yourself, “Does this make sense?”

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

And daily editing checklist

PT 3/ TP 4	Writers write word wall words in a snap by taking a mental picture and writing the whole word.
Connection Capture scholars' attention.	<i>Scholars, as we continue to write our stories bit by bit, just like our mentor authors we are also focused on making our writing incredibly clear and easy for others to read.</i> <i>Today I'm going to teach you that writers write word wall words in a snap by taking a mental picture and writing the whole word.</i> <i>Just like when we read, writing with fluency means writing quickly and accurately.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I write word wall words in a snap by taking a mental picture and writing the whole word.</i> Model rereading and continuing to add onto a story you have previously used to model. As you add to your story, remind scholars that there are some words they need to sound out, but there are other words that they've already learned—word wall words—that they can write in a snap. Sight words should pop into our heads like a picture (seeing the word), or a chant (hearing how to spell it), and then we can write that word in a snap without having to sound it out. Example: “<i>Yesterday I was writing a story about the time I thought my sister was coming to visit me, but then she called me a few days before to tell me that she wasn't going to make it. So now I want to add to that story. When my sister asked me why I sounded so upset, I told her it was because I missed her.</i> (Model adding on to your story, but stopping when you come to a sight word so you can model writing it in a snap.) <i>Ok, I want to write the word 'because.' I know that word, it's a word wall word and I can spell it in a snap. I can see a picture of the word in my mind, and I can spell it as I see it.</i> (Model adding that word and the rest of that sentence to your story). <i>When we write words in a snap, we hear the word we need to write, and then we check to see if a picture of the word pops up in our head, or we listen to see if we hear the list of letters like a chant in our minds. Remember, if you know a word is on our</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

	<i>word wall, you should be able to write it in a snap. If you can't, use the word wall to take a mental picture of that word, and then try to write it correctly. If you lose your mental picture, strike through the word, take another picture, and write it again from the beginning.</i> Model writing a few more word wall words as you write your story. Remember to keep your model writing at a high level even though the focus is conventions. Your writing should reflect the various ways to add detail you have previously taught. <i>Did you notice how I wrote word wall words in a snap by taking a mental picture and writing the whole word?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to write word wall words in a snap by taking a mental picture and writing the whole word.</i> Prompt scholars to take out the dry erase boards and markers they brought to the rug. As you continue to write your story, prompt scholar to help you write word wall words by focusing on a mental picture of the word and writing them on their white board. Do with 3-4 words.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on when you write remember to write word wall words in a snap by taking a mental picture and writing the whole word.</i>

Mid-Workshop Teaching:

1. Share an example of a scholar who crossed out and started again when she lost her mental picture of a word wall word. This will ensure she sees the word as a whole word, not letter by letter and help her write with fluency.
2. Share an example of detailed, bit-by-bit writing.
3. Prompt scholars to edit their writing for 3 minutes using the daily editing checklist to which today's teaching point has been added.

Share: Share some of the different strategies scholars have been using to spell tricky words. Begin a chart entitled, "Strategies for Spelling Longer Words." Remind scholars that they always need to keep their readers in mind when they are writing and to write in a way that will be easy to read.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

PT 3/ TP 5	When writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn't miss any.
Connection Capture scholars' attention.	<i>Writers, we are working on making our writing crystal clear and easy for others to read. This is a huge aspect of writing for an audience.</i> <i>Just like how we want to always stretch out our small moments bit-by-bit, we also want to stretch out longer, more sophisticated words bit-by-bit to make sure we are including all sounds. It's important to take spelling risks and include longer, more interesting words in our writing.</i> <i>Today I am going to teach you that when writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn't miss any.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I do my best to write all of the sounds in words. I will do this by saying the word slowly, writing it sound by sound then, rereading it to make sure I didn't miss any sounds.</i> Model adding onto a story you have already begun. Reread before writing. As you get to longer, more sophisticated words, show scholars explicitly how you say the word slowly a few times, listening to each sound, then carefully write it sound by sound, then reread it slowly to check that you included all the sounds you heard. <i>Did you notice how I did my best to write all of the sounds in words by saying the word slowly, writing it sound by sound, then rereading it to make sure I didn't miss any sounds?</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to do your best to write all of the sounds in words by saying the word slowly, writing it sound by sound, then rereading it to make sure you didn't miss any sounds.</i> Prompt scholars to take out their markers and white boards. As you continue writing, have scholars help you write longer, more sophisticated words by saying them slowly, listening to each sound, and carefully writing it sound by sound on their white boards. Finally, prompt scholars to reread the words they have written slowly, checking that they included all sounds they hear. (e.g. wondering, frustrated, understand, explain, etc). For each word, go through the steps of saying it several times and breaking down the sounds, having scholars write the word independently on their boards sound by sound, and then rereading the word slowly while pointing to the letters to make sure they didn't miss any sounds. As you add these words to your writing based on what scholars have written, make sure to spell conventionally.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write remember when writers write words, we do our best to include all of the sounds. We do this by saying the word slowly, and writing it sound by sound. Then we reread to make sure we didn't miss any.</i>

Mid-Workshop Teaching: 1. Highlight some examples of scholars who are taking risks and writing longer, more interesting words bit-by-bit.

2. Scholars edit for 3 minutes using the daily editing checklist to which today's teaching point has been added.

Share: Share some of the different strategies scholars have been using to spell tricky words. Add to chart "Strategies for Spelling Longer Words."

-Stretch it out bit by bit.

-Listen for little words you know in the big word.

-Use words you know how to spell to write words you don't.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

Add teaching point to chart: *Writers make sure our writing is clear and easy to read.*

Have scholars put a small post it on a place in the story they bring to the rug, where they will add dialogue in order to set them up for the try portion of the lesson.

PT 3/ TP 6	Writers punctuate dialogue correctly by using quotation marks.
Connection Capture scholars' attention.	<i>Writers, we've been focused on writing with precision and accuracy. Today I am going to show you another way writers make our reading easy for others to read and understand.</i> <i>Today I am going to teach you that writers punctuate dialogue correctly by using quotation marks.</i> Remind scholars that, just like in the books you've read, when writers use quotation marks only the words that actually were said out loud go inside the quotation marks, whereas phrases like 'he said' go outside the quotation marks. Show scholars what this looks like by showing a page from a book that contains dialogue on the ELMO.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I punctuate dialogue correctly by using quotation marks.</i> Teacher think aloud/modeling: Model for scholars how you can pick up where you left off with the story you were working on yesterday by rereading before you begin to write. As you add to your story, focus on punctuating dialogue correctly by using quotation marks. As you write, think aloud about your process for knowing when to use quotation marks, making sure that only the words people actually said go inside the quotation marks. <i>Did you notice how I punctuated dialogue correctly by using quotation marks?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to punctuate dialogue correctly by using quotation marks.</i> Have scholars take out the story they brought to the rug. First have scholars reread what they've written so far. Tell scholars you're going to give them a chance to add on to their stories, and that they should focus on punctuating dialogue correctly by using quotation marks. Remind them they've already put a post it on a spot where they will add dialogue, so they will begin adding on to this part. Give scholars enough time to write a few sentences, and then have scholars show their partner what they wrote today and how they used quotation marks correctly.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on when you write you can punctuate dialogue correctly by using quotation marks.</i>

Mid-Workshop Teaching: Have scholars edit their work using the updated Daily Editing Checklist.

Share: Share examples of scholars who have written their stories bit by bit, creating mind movies for their readers.

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PT 3/ TP 7	Writing partners can be coaches by helping each other find places that don't look right, sound right, or make sense.
Connection Capture scholars' attention.	<i>Writers, over the last few days we have revised our writing in preparation to publish.</i> <i>Today we are going to move onto the editing phase of this unit. This means we are going to fix up our writing to make it easier for others to read and understand.</i> Move the clothespin on the Writing Process Chart to editing. <i>Today I'm going to teach you that writing partners can be coaches by helping each other find places that don't look right, sound right, or make sense.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how writing partners can be coaches by helping each other find places that don't look right, sound right, or make sense.</i> Teacher think aloud/modeling: Using the piece you have chosen to publish, model rereading your story with a partner and checking to make sure it looks right, sounds right, and makes sense. They should stop you when something does not look right, sound right, or make sense, and you should make corrections in real time. Depending on what you've noticed your scholars succeeding or struggling with, you can focus on specific sub-skills (e.g. more work with capital letters and punctuation OR checking to see if any words are missing or repeated, OR checking to see that grammar is correct, etc). Because you really want to show scholars both how to be helpful coaches, as well as how to take suggestions from a partner, model this with another teacher or a scholar you have prepared beforehand. Your writing should be clearly visible to all scholars on the ELMO. <i>Did you notice how my writing partner and I were coaches by helping each other find places that don't look right, sound right, or make sense?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You and your writing partner are going to be coaches by helping each other find places that don't look right, sound right, or make sense.</i> <i>First you will be my partner.</i> Move onto the next page of your story. The text should be clearly visible to scholars. As you reread your writing, they should put up a hand to signal when something doesn't look right, sound right, or make sense. Then they should turn and talk about what you should change. Make corrections to your writing in real time after each turn and talk.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today, and from now on when you write, you and your writing partner can be coaches by helping each other find places that don't look right, sound right, or make sense.</i> <i>You will work with your partners to edit your writing when you leave the rug today.</i>

Share: Fishbowl an example of excellent coaching and show the changes the writer has made based on her partner's feedback.

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PT 4/ TP 1	Writers choose a piece to revise, edit and publish, by re-reading all of our stories and deciding which piece we are most proud of.
Connection Capture scholars' attention.	<i>Writers, today is a very exciting day. For the past few weeks you have been working incredibly hard during writing workshop, writing with your audience in mind. We have been collecting many small moment stories. Now it's time to choose one piece of writing to revise, edit, and publish. Remember, when we publish a story we make it beautiful and put it out into the world. First we must choose the piece.</i> Move clothespin on Writing Process chart from "Collect" to "Choose". <i>Today I am going to teach you that writers choose a piece to revise, edit and publish, by re-reading all of their stories and deciding which piece they are most proud of.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I choose a piece to revise, edit and publish, by re-reading all of my stories deciding which piece I am most proud of.</i> Model reading through all of the different small moment stories you've written in your mini-lessons throughout this unit and choosing the piece that you want to work to revise, edit, and publish. Think aloud about how you will be working on publishing this one piece for several days so you really want to choose a piece and a story that you love and want to stay with. <i>Did you notice how I chose a piece to revise, edit and publish, by re-reading all of my stories deciding which piece I am most proud of?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to choose a piece to revise, edit and publish, by re-reading all of your stories and deciding which piece you are most proud of.</i> Scholars tell their partner what they noticed you do, how you thoughtfully looked through all the pieces in your folder and chose the one that is the most meaningful to you.



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Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today, and from now on, when you’re choosing a piece to revise, edit and publish, you can re-read all of your stories and ask yourself, “Which piece is most meaningful to me? Which one do I want to stay with?”</i>

Share: Scholars should bring the piece they chose to publish to the rug. Scholars then share with their partners the piece they chose and why they chose it.

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Materials: Writing Folders

Before this lesson:

Add teaching point to chart: *Writers show the important details of our stories* chart.

Writing Process Chart

PT 4/ TP 2	Writers revise our writing by adding details that show our big idea to an important part.
Connection Capture scholars' attention.	<i>Yesterday we each chose a piece that we are going to revise, edit, and publish. Today we are going to begin revising our small moment stories. That is, we will be adding on and taking things away to make our stories better. Move clothespin on Writing Process Chart.</i> <i>Earlier in this unit we learned that writers have a big idea we are trying to show. Often, important parts of the story show this big idea. For example, <u>Across the Alley</u> by Richard Michelson adds details to the part of the story when Willie plays the violin in temple. Look and listen as I reread this part. Display the book on the ELMO. Turn and tell your partner why this part of the story is important. Quickly share scholar responses. Now as I read it again, listen for the kinds of details the author uses. Turn and tell your partner what you notice. (Show-don't tell, precise words, small actions...). Yes, scholars, these details help show the big idea that Willie's talent overcomes racial stereotypes.</i> <i>Today I am going to teach you that writers revise our writing by adding details that show our big idea to an important part.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I revise my writing by adding details that show my big idea to an important part.</i> Reread the piece you chose for publishing. Identify your big idea (it should be written on the top of the first page.) Model for scholars how you can reread your writing and find an important part. Think aloud about how you will add details to show your main idea. Then write in front of scholars, adding these details.

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	<i>Did you notice how I revised my writing by adding details that show my big idea to an important part?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to revise your writing by adding details that show your big idea to an important part.</i> Have scholars take out the story they chose for publishing and reread their writing and identify the big idea (written at the top of the first page), and an important part that gives them the strongest feeling. Have scholars turn to their partners and tell them the details they will add to this part to show their big idea.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on, remember that writers revise our writing by adding details that show our big ideas to important parts.</i>

Note: After scholars add details to one part, they should add to another.

Share: Share examples of how scholars developed the heart of their story to show their main (central) idea.

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PT 4/ TP 3	Writers revise their small moment stories by acting them out and then adding in the tiny details they left out the first time.
Connection Capture scholars' attention.	<i>We have been learning the importance of adding details to our small moment stories to make them come alive and bring out our main idea. Yesterday you focused on developing the heart of your story by using important details.</i> <i>Today I am going to teach you that writers revise their small moment stories by acting them out and then adding in the tiny details they left out the first time.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I revise one of my small moment stories by acting it out and adding tiny details I left out the first time.</i> Model rereading your small moment story, acting it out bit-by-bit and adding in the tiny details that you left out the first time. <i>Did you notice how I revised my small moment story by acting it out and then adding in the tiny details I left out the first time?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn to revise your small moment story by acting it out and then adding in the tiny details you left out the first time.</i> Take out the small moment story that you selected to publish. Reread your first page to your writing partner. Now, act out the first page of your story, remembering any details you forgot. Jot on your post-it the important details you will add to this part. (Repeat so both partners have a turn.)
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on when you write you can revise your writing by acting it out and adding tiny details you left out the first time.</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Before this lesson:

- * For this lesson, your scholars will need their to-be-published stories during the ‘Try’ piece. If you have collected their stories, be sure to distribute them prior to the mini-lesson.
- * For this lesson, you will be modeling using the “Editing Checklist” to edit your own writing, so be sure you have some errors already embedded in your writing so that you can show your scholars how to correct these mistakes.
- * Create an editing checklist using the rubric. Be sure to include one column for scholars to use to check their own writing, and another for their partners to use.

PT 4 / TP 4	Writers edit their writing by using their editing checklist and doing multiple reads.
Connection Capture scholars’ attention.	<i>Writers throughout this unit you have used our editing checklist to edit your writing each day. As we prepare to publish we will use the same checklist to make sure our writing is as near to perfect as possible. Our writing must be easy for others to read in order for them to understand our ideas.</i> <i>Today I am going to teach you that writers edit their writing by using an editing checklist and doing multiple reads. This means we read our piece one time to check for each item.</i> Post a large copy of the editing checklist for scholars to see.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I edit my writing by using an editing checklist and do multiple reads.</i> Model reading your piece focusing on <u>one</u> item from the editing checklist (i.e. read once only checking for capitalization, once only in search of word wall words, etc.). <i>Did you notice how I edited my writing by using an editing checklist? Doing multiple reads allows me to check carefully for each item.</i>

Grade 1: Writing Unit 3: Writing for an Audience and Writing for Readers

Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to edit using our editing checklist. Like I did, you will do multiple reads, checking for one item on our checklist each time.</i> Assign scholars the same checklist item you checked for as you read your piece. As scholars edit, they make corrections then and there.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today, and from now on, when you're writing you can edit your writing by using an editing checklist. During writing time today, read your piece many times, focusing on one item on our checklist each time you read.</i>

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PT 4/TP 5	Writers choose a title that shows the big idea.
Connection Capture scholars' attention.	<i>Writers, you have all written your small moment stories to show a central (or main) idea. The last thing we must do is choose titles that connect to our main ideas.</i> <i>Today I am going to teach you that writers choose a title that shows the central idea.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I choose a title that shows a central idea.</i> Model re-reading your story and thinking aloud about the main idea. <i>Example: Hmm...Ok I just read my story and my main idea is that I learned that I need to keep closer tabs on my dog; my heart felt like it was going to break when I thought she was lost. Of course, my story is about the time we thought our dog was lost but really she was in my sister's closet chewing on her shoes. Ok, so my title could be...'The Time I Came Home From School And Couldn't Find My Dog and Thought She Was Lost But Really She Was Chewing Shoes in My Sister's Closet.' No, that's not a good title—that's way too long! Most titles are just a few words, like <u>Peter's Chair</u>. Maybe my title could be 'The Not-So-Lost Dog' or 'Where's Missy?' or 'Missy's Big Adventure' Hmm...I'm going to make my title 'The Not-So-Lost Dog' because that's interesting and tells about my story in just a few words. Also, it's catchy! It connects to my main idea, because I learned my lesson through thinking my dog was lost. I think this title will make my readers want to read my story.</i> Model writing the title/author on your cover page (example: "The Not-So-Lost Dog" by Ms. Kirshner) and making an illustration to match this big idea. <i>Did you notice how I chose a title that shows the central idea?</i>

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Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to choose a title that shows your central idea.</i> Scholars reread their stories, and identify the main idea. Then they jot a few possible titles on a post it that connect to the main idea by showing what the story is mostly about. Tell scholars that when they go back to their seats they will choose the best one to write on their cover page. Share a few examples of interesting titles.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences	<i>Today and from now on choose a title that shows your central idea.</i>

Mid-Workshop Teaching: Remind scholars that this is their last chance to fix up their work before the publishing celebration tomorrow. Have scholars check in with their partners to see if there is anything they should add or change in their writing.

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PT 4 / TP 6	Writers get ready to publish their work by making a cover and adding color.
Connection Capture scholars' attention.	<i>Scholars we have finished revising and editing our small moment stories and now we are ready to prepare to publish!</i> <i>This means we will illustrate our small moments in color, and make a cover!</i> Move the clip to "Publish" on the "Writing Process" chart. <i>Today I'm going to teach you that writers get ready to publish their work by making a cover and adding color.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I get ready to publish my work by making a cover and adding color.</i> Model making a title page and adding color. <i>Did you notice how I got ready to publish my work by making a cover and adding color?</i>
Try Scholars must participate and practice to learn.	<i>Now it's your turn. You're going to get ready to publish your work by making a cover and adding color.</i> Have scholars turn and talk about what they will write on their title page, and the illustration they will create to match their title.
Link Restate teaching point and connect it to ongoing scholar work in one or two sentences.	<i>Today and from now on when you write you can get ready to publish your work by making a cover and adding color.</i>

**Celebration idea: Set up your desks in a U-shape. Invite other classes to come in and read the stories written by your Authors' Panel.*



Kindergarten: Emergent Storybook Unit 1
Success Academies

Kindergarten Emergent Storybook:

Unit 1



Through this Emergent Storybook Unit we will:

- Teach scholars a sense of story and bolster their sense of how stories tend to go.
- Teach scholars to think more deeply about the various elements of a story, such as characters, setting, dialogue, and plot.
- Develop our scholars' oral storytelling language and use of expression.
- Familiarize our scholars with the language structures and syntax used in books.
- Teach scholars to make the connection between oral and written language.
- Deepen our scholars' comprehension.
- Bring books to life for our scholars so that they develop a love of literature.
- Increase vocabulary inventory.
- Solidify concepts of print.
- Teach scholars to work with a partner, read together, talk and listen to each other, and independently problem solve



Parts of the Unit:

PT 1: Setting up the Management for a Successful Emergent Storybook Unit

PT 2: The Art of Storytelling

PT 3: Readers Theatre

Setting Up The Unit:

- During the first days of school, you will want to establish routines and expectations:
 - Setting up the room for reading. ***Set up routine happens prior to your mini-lesson each day.*
 - Private Reading (chairs back to back)
 - Buddy Reading (chairs shoulder to shoulder)
 - Book Bins on tables containing multiple copies of Emergent Storybooks you have repeatedly read aloud
 - Turn and Talk routines
 - Rug Behavior Expectations
- During the first few weeks of school, you will want to build the amount of time for which scholars both read their ESBs independently, and in partnerships. You can do this by



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setting a timer and adding 1-2 minutes to independent reading time each day. Start with 2-3 minutes. Let kids in on your goals for independent and buddy reading each day.

- Even though scholars will not yet be in “permanent” reading partners, start the routine of having them meet with the same “reading buddy.” They should have the same partners at the rug, and at their reading spots.
- Approximate timing of Emergent Storybook Reading
 - Set-up routine (2 minutes) *Scholars set up all of their materials prior to reading*
 - Mini-lesson (5-10 minutes)
 - Private Reading time with emergent storybooks (5-10 minutes)
 - Partner/buddy reading time with emergent storybooks (5-10 minutes)
 - Teaching share time about emergent storybook reading (3-5 minutes) *Share can be extended to include Readers’ Theater.*
- Make bins for each table. At least one copy of each title should be in each table bin. There should be enough books in each table bin for each scholar to independently “read” 1-2 Emergent Storybooks per day. ***Scholars should and will re-read books often. Do not change the titles in table bins each day. Rather, add copies of books after you repeatedly read them aloud to the class.*



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- Continue this unit to perform the books for one another, or to organize a Storytelling Readers Theatre event for the scholars' families. Example: Each Kindergarten Class chooses an Emergent Storybook to act out, and all of the kindergarten classes gather together and watch each other perform.

Common Core Standards Addressed in this Unit:

- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- Actively engage in group reading activities with purpose and understanding.
- Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.



Components of THINK Literacy that Support the Unit

Read Aloud:

Emergent Storybook read alouds are done in addition to NOT instead of Read Aloud with Whole Class Conversation

- Emergent storybook read alouds are different than Read Aloud with whole-class conversation in that during ESB read alouds, you read straight through, not stopping for think alouds or turn and talks. Your reading should be fast-paced and engaging. Invite scholars to join in on repeated refrains and gesture as you read.
- Read aloud the Emergent Storybooks as often as possible so that scholars become incredibly familiar with these books. You are recreating the internalization of books that happens when small children are read the same favorite books over and over at home until they have practically memorized them.
- Teachers should introduce the Emergent Storybooks by reading (and re-reading) them to the scholars each day.
- Suggested texts for the first three weeks: *The Three Billy Goats Gruff, The Three Little Bears, The Little Red Hen, The Carrot Seed.*
- Suggested texts for the second three weeks: *Caps for Sale, Corduroy, Harry the Dirty Dog, Milton the Early Riser.*



Oral Storytelling:

- **Dedicate 5-10 minutes per day to oral storytelling**
 - Fairytale Fridays: Orally storytell famous fairytales to the scholars, such as Jack and the Beanstalk, or Rapunzel.
 - Allow students to storytell their own stories daily. ****See Writing Workshop Unit 1 for details**

Assessment:

- Informally place scholars into various levels of development, using Elizabeth Sulzby's different stages. Stages are not an exact science, meaning that a scholar's reading of emergent storybooks may exhibit characteristics of multiple stages. Expect scholars to move quickly and fluidly through ESB stages
- Teach small groups of 6 or more scholars daily (3 or 4 partnerships). During this time you will name and give scholars practice with one teaching point that will improve their comprehension, sense of story, oral language or story telling. ***See Reading Strategy Lessons in THINK Literacy binder for architecture, timing, and examples.*** Your small groups will allow you to assess scholars' progress and move them rapidly through ESB stages. ***See small group strategy lessons in this overview for specific groups.*** Pull



scholars together who will benefit from the same strategy. All do NOT need be in the same ESB stage.

Emergent Storybook Stages

1. Labeling and Commenting

- At the beginning, some children may simply label or respond to the pictures on each page with little or no understanding of the larger story. Ex: *I see a man.*

2. Following the action

- Children will progress to describing action in the story, frequently in present tense, based on the picture that is in front of them. Ex: *The peddler is walking through town.*

3. Dialogic Storytelling

- Next, children will make a transition between oral and written language. They will “read” the story using the pictures adding some dialogue and language from the story, which they have internalized from hearing the story over and over again.

4. Reading and Storytelling Mixed



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- Scholars move between reading almost verbatim, using the pictures to tell the story, and adding dialogues as in the previous stage.

5. Reading very close to real story

- If you close your eyes, you think you are listening to the real story although there may be some inconsistencies.
- Around this stage, often scholars realize that the print hold the “message” and refuse to use the pictures struggling to read only the print instead.

6. Reading Verbatim

- Finally, children will orchestrate what they know about print, their memories of the text, and the pictures to read conventionally.

Small Group Strategy Lessons:



➤ **Labeling and Commenting**

- Using the character's name
- Saying what is happening in the picture
- Finding the main character and saying what he's doing
- Noticing more than one thing in the picture
- Saying where the main character is and describing the setting

➤ **Following the Action**

- Find the main character and imagine what he might be saying
- Looking at the page before to remind ourselves what is happening
- Saying more about what the character is doing
- Using storybook language such as "next," or "then," to connect the pages
- Connecting the pages by saying how the character gets from one page to the next

➤ **Dialogic Storytelling**

- Saying what the character is doing first, and then saying what he's saying
- Adding what the characters are saying by using "he said" and "she said"
- Asking yourself what they are going to say on each page
- Checking the page before to help us read the next page

➤ **Reading and Storytelling Mixed**



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- Imagining how the character would sound by thinking about what's going on in the story and thinking about how the character would say it
- Staying longer on a page by thinking about what the other characters are doing
- Reading it like a storyteller by using the author's words
- Asking yourself, "Does that sound like a storyteller?"
- Using the pictures and cover to help remember how the story goes

➤ **Reading Verbatim**

- Keeping track of what's happening in the story
- Generating ideas about the text, such as, "This reminds me of...." Or "I'm thinking...."
- Making your voice sound like the characters

Anchor Charts

Charts should be made in front of and with students. They can and should be added to during shares, as well as during mini-lessons. All charts should include visuals as well as words. Listed below are the charts you might possibly make throughout the unit.

- Part I: Setting up the Management for a Successful Emergent Storybook Unit
 - What does the room look like and sound like during reading?
 - Feels peaceful



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- Scholars using whisper voices
- Sharing nicely
- Taking turns
- How do we set up for buddy and private reading time?
 - Chairs side by side for buddy reading
 - Chairs back to back for private reading
- Part II: The Art of Storytelling
 - Parts of a Story
 - Characters
 - Setting
 - Dialogue
 - Feelings
- Part III: Readers Theatre
 - Chart the characters in each emergent storybook, so that scholars know how many parts there are



Further Reading

If you are interested in reading more about Emergent Storybook reading, and the storytelling development of Kindergarteners, these are great books and articles to check out.

- Paley, Vivian, *The Boy Who Would Be a Helicopter*, 1991
 - This book was written by a kindergarten teacher and has great ideas/resources for further work in storytelling and readers theatre.
- Sulzby, Elizabeth. *Children's emergent reading of favorite storybooks: A developmental study*. *Reading Research Quarterly*, 1985
 - Sulzby studies the progression of developmental levels in early childhood students as they read, and re-read, favorite books.
- Unit 2, *Readers Read, Think, and Talk about Emergent Storybooks and Invent Fun Things to Do with Them*, Teachers College Reading and Writing Project, 2009
 - This is an overview for a similar unit that is a part of the Teacher College Reader's Workshop. It includes helpful background information and tips for teachers.



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	Teaching Point	Page
PART I	Setting Up the Management for a Successful Emergent Storybook Unit	
PT 1/ TP 1	Readers use the pictures to story-tell our favorite books.	19
PT 1/ TP 2	Storytellers use Whisper Voices to retell the story so that the classroom feels peaceful.	31
PT 1/ TP 3	Storytellers share the book by putting it in the middle and holding it gently.	23
PT 1/ TP 4	Storytellers retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.”	27
PT 1/ TP 5	Storytelling partners listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story.	30
PART II	The Art of Storytelling	
PT 2/ TP 1	Before reading, storytellers say the title and the author’s name, and talk about the cover of the book.	33
PT 2/ TP 2	Storytellers use the character’s name when retelling the story.	36
PT 2/ TP 3	Storytellers retell the story by saying what’s happening in the picture.	38
PT 2/ TP 4	Storytellers retell the story by finding the main character and saying what he/she is	40



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	doing on each page.	
PT 2/TP 5	Storytellers tell at least 3 things that are happening in each picture.	42
PT 2/ TP 6	Storytellers describe the setting and tell about where the main character is.	44
PT 2/ TP 7	Storytellers find the main character and imagine what he/she might be saying by using “He said, ‘ ___ ’” and “She said, ‘ ___ ’”	47
PT 2/ TP 8	Storytellers look at the previous page to remind ourselves what has just happened.	50
PT 2/ TP 9	Storytellers say more about what the main character is doing on each page.	52
PT 2/ TP 10	Storytellers use “first,” “next,” and “then” to retell a story.	54
PT 2/ TP 11	Storytellers connect the pages by saying how the character gets from one page to the next.	56
PT 2/ TP 12	Storytellers tell what the character is <i>doing</i> , and then tell what the character is <i>saying</i> .	59
PT 2/ TP 13	Storytellers also describe what the other characters on the page are doing and saying.	61
PT 2/ TP 14	Readers become storytellers by using the same words as the author.	64
PT 2/ TP 15	Storytellers make our voices sound like the characters by thinking about how the character is feeling.	67
PT 2/ TP 16	Storytellers use gestures and facial expressions to make the story more interesting.	69
PT 2/ TP 17	Storytellers use partners to take turns acting out the story: “I story-tell, you act. You story-tell, I act.”	71



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PART III	Readers Theatre	
PT 3/ TP1	A quiet audience member sits in Magic 5 and shows silent excitement during the storytelling.	73
PT 3/ TP2	Storytellers in Readers Theatre use loud and proud voices.	76
PT 3/ TP 3	The narrator remembers all of the author's words and reads in an especially loud and proud voice.	79
PT 3/TP 4	Storytellers on stage know when to speak and what to say.	83
PT 3/ TP 5	Storytellers on stage re-create the setting by using our imaginations.	85
PT 3/TP 6	Storytellers take turns acting out the story and are excited for our friends even when it's not our turn.	88



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Prior to the Lesson:

- * Scholars are assigned to reading partners and are sitting next to them during the mini-lesson
- * Prepare your copy of The Three Billy Goats Gruff

PT 1 /TP 1	Readers use the pictures to story-tell our favorite books.
Connection Capture students' attention	<i>Storytellers, we have been reading some of our favorite Emergent Storybooks together each day. You have been doing such an excellent job reading these Emergent Storybooks with me, and now it's time for you to start learning how to read them all on your own and with your partners.</i> <i>Today, I am going to teach you that readers use the pictures to story-tell our favorite books. The pictures help us remember exactly how the story goes.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use the pictures to retell one of our favorite books.</i> Using the pictures as scholars will do, story-tell the first few pages of <i>Caps for Sale</i>. Keep your storytelling close to the book by using specific language from the book. Think aloud as you use the pictures to remember who the characters are and what they doing. For example, "Oh there's the peddler. He's walking through town, very straight so as not to upset his caps!" He is calling, "<i>Caps for sale! Caps for sale!</i>" <i>Readers, did you see how I used the pictures to story-tell one of our favorite books?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. When I turn the page you are going to use the picture to story-tell with your partner.</i> Turn to the next page of <i>Caps for sale</i>.



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	<i>Scholars, take a moment to really study the picture and remember what's happening on this page. Turn and talk: story-tell this page with your partner.</i> Walk around and praise/redirect students so that they are all storytelling the page you have displayed. Use this as an opportunity to reinforce qualities of good storytelling such as using the characters' names and saying what they are doing. For example: <i>I love the way that ____ and her partner used the picture to help retell the story.</i> Call scholars back together and share out a great example of storytelling you heard.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember scholars: Readers use the pictures to story-tell our favorite books.</i> <i>Today you will have 3 minutes to do this on your own with the book you chose when we set up before we came to the rug. It's waiting for you at your reading spot. Each day, we will increase the amount of time for which we read our books!</i>



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Prior to the Lesson:

- *Prepare your copy of *The Three Billy Goats Gruff*
- *Make sure you've had scholars set up their reading spots prior to the mini-lesson (bins on tables, chairs back-to-back, book scholars have chosen to read first at reading spots)

PT 1 /TP 2	Storytellers use Whisper Voices to retell the story so that the classroom feels peaceful.
Connection Capture students' attention	<i>Readers, yesterday you read some of our favorite books independently and with partners. You did an excellent job using the pictures to story-tell! I noticed though, that during independent reading, even though our chairs were back to back, the room got a bit loud, and it was difficult for readers to focus on their books.</i> <i>Today, I am going to teach you that Storytellers use Whisper Voices to retell the story so that the classroom feels peaceful. Using a Whisper Voice is important because we do our best reading and thinking when the room is quiet and peaceful.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use my Whisper Voice to retell the story so that the classroom feels peaceful.</i> Using the pictures as scholars will do, story-tell the first few pages of <i>The Three Billy Goats Gruff</i> in a whisper voice. Keep your retelling close to the book, using a lot of the language from the book. Even though your storytelling voice is quiet, it should of course be expressive. <i>Storytellers, did you see how I used my Whisper Voice to retell the story so that the classroom feels peaceful?</i>
	<i>Now it's your turn. Let's all practice using our Whisper Voices to retell the story so that the classroom feels peaceful.</i>



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The Try Students must participate and practice to learn.	Turn to the next page of The Three Billy Goats Gruff. <i>Let's retell this page together in our Whisper Voices. I want you to whisper this page into your hand.</i> Students retell the second page of The Three Billy Goats Gruff in their Whisper Voices, whispering into their hands. Walk around and praise/redirect students so that they are all using a Whisper Voice. Use this as an opportunity to restate the teaching point. Example: <i>I love the way that ____ used a Whisper Voice to retell the story. They really helped make the classroom feel peaceful.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember Storytellers, we use Whisper Voices to retell a story so that the classroom feels peaceful. Using a Whisper Voice is important because we do our best reading and thinking when the room is quiet and peaceful.</i>



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Prior to the Lesson:

- * Make sure you have scholars set up their reading spots (bins on tables, books at read spots, chairs back-to-back with partners)
- * Name partners “peas” and “carrots” or “peanut butter” and “jelly” so that you have a way to decide which partner goes first
- * Assign partners beforehand to minimize disruptions during the lesson
- * Prepare an emergent storybook to demonstrate with, preferably *The Three Billy Goats Gruff*

PT 1 /TP 3	Storytellers share the book by putting it in the middle and holding it gently.
Connection Capture students’ attention	<i>Storytellers, yesterday we did such a wonderful job reading our Emergent Storybooks in our Whisper Voices. We read our books for 4 minutes! Now that we know how to keep the room quiet and peaceful, we are ready to start working with a partner. Every day after you read your books alone, you will turn your chairs and read with your partners!</i> <i>Today, I am going to teach you that Storytellers share the book by putting it in the middle and holding it gently. Sharing books is important because both partners need to be able to see the book at all times.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I share the book with a partner by putting it in the middle and holding it gently.</i> Ask one scholar to come up and volunteer. (NOTE: If management is under control, you might choose to have the AT come up and be your partner. This would be beneficial and create a higher level of modeling. But if management is an issue, use a scholar volunteer, because the AT might need to be a second set of adult eyes on the scholars.) Show scholars how to determine where the middle is and how to hold the book gently. <i>We find the middle by seeing where our knees touch, and by making sure that the book opens above both of our knees.</i>

	<i>We hold the book gently by touching the corners of the book. I touch this corner, and my partner touches the other corner. We help each other turn the pages gently by only touching the corners of the pages. Watch as we turn a page gently.</i> Turn a few pages with your partner, keeping the book in the middle. <i>Storytellers, did you see how we shared the book by putting it in the middle and holding it gently?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to share the book with a partner by putting it in the middle and holding it gently.</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. I am going to watch you put the book in the middle and hold it gently.</i> Pass out <i>The Three Billy Goats Gruff</i>, <i>The Three Bears</i>, <i>The Carrot Seed</i>, and <i>The Little Red Hen</i> so that each partnership has one book. <i>Practice turning a few pages with your partner. Make sure that the book stays in the middle and that you are both holding the book gently, touching the corners.</i> Walk around and praise/redirect students. Share out student praise, and frame it in a way that restates the teaching point. Example: <i>I love the way that ____ and ____ put the book right above where their knees touch. They put the book in the middle.</i> <i>I love the way that ____ and ____ are holding the book. They're touching only the corners and turning the pages so gently.</i>



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Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember Storytellers, we must share the book by putting it in the middle and holding it gently. Sharing books is important because both partners need to be able to see the book at all times.</i> <i>Today we will set the timer for 5 minutes during independent reading. When it is time to turn your chairs and story-tell with your partner, I will signal you. I will also let you know whose book you will read first today.</i>

After independent reading, teach scholars how to transition to partner reading:

First, let's set up the room. You will gently drag your chairs so that you are sitting shoulder to shoulder with your partner at a table.

Show scholars how to gently move the chairs so that they are shoulder to shoulder with their partners. Remember, partnerships are consistent so that scholars' partner at the rug is also their partner for buddy reading time.

I am not going to lift my chair up from the carpet, and I am not going to drag it in an unsafe way. Chairs are heavy and can really hurt someone if I'm not careful...

Peas, you and your partner are going to read your book today. I am going to watch you put the book in the middle and hold it gently. Remember to use your Whisper Voices so that the room is peaceful. Also, don't forget: I story-tell a page, you story-tell a page.

Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example:

I love the way ____ and ____ set up so nicely for buddy reading time! They are taking turns, reading together, and sharing so nicely.



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Prior to the Lesson:

- ** Name the partners “peas” and “carrots” or “peanut butter” and “jelly” so that you have a way to decide which partner goes first
- * Prepare an emergent storybook to demonstrate with
- **Have peanut butter bring the ESB they chose during the set-up routine to the rug and sit on it. Partnerships will use this book to practice during the “try.”

PT 1 /TP 4	Storytellers retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.”
Connection Capture students’ attention	<i>Storytellers, yesterday we did a wonderful job sharing the books with our partners by putting the book in the middle and holding it gently. You did such a nice job working together, I think you are ready to start retelling the book with your partner.</i> <i>Today, I am going to teach you that Storytellers retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.” Taking turns is important because each partner needs to have a chance to retell the book.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.”</i> Ask one scholar to come up and volunteer. (Or use an AT) <i>Today carrots are going to read first. I’m a carrot, so I’m going to story-tell a page first, and then you are going to story-tell a page next. Remember: we have to take turns! “I story-tell a page, you story-tell a page”</i> Use a Whisper Voice to retell the first page of The Three Billy Goats Gruff. Make sure the book is



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	in the middle and you are sitting knee to knee with your partner, just as you want the scholars to do. <i>Now it's my partner's turn to story-tell a page. I was a carrot, so now it's the pea's turn to story-tell. Remember: I story-tell a page, you story-tell a page. We are going to gently turn to the next page by only touching the corners, and I am going to listen as my partner story-tells the next page.</i> Model being an active listener as your partner retells the second page. <i>Storytellers, did you see how we retold the book with our partner by taking turns? "I storytell a page, you story-tell a page."</i>
Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to retell the book with your partner by taking turns: "I story-tell a page, you story-tell a page."</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. I am going to watch you put the book in the middle and hold it gently. Remember to use your Whisper Voices so that the room is peaceful.</i> Pass out The Three Billy Goats Gruff, The Three Bears, The Carrot Seed, and The Little Red Hen so that each partnership has one book. <i>Retell the book with your partner by taking turns. Carrots go first. So first the carrots will story-tell a page, then the peas will story-tell a page. Don't forget: I story-tell a page, you story-tell a page. Carrots, then peas, carrots, then peas, carrots, then peas, etc...</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example:



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	<i>I love the way that ____ and ____ are taking turns so nicely.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember Storytellers, we must retell the book with a partner by taking turns: “I story-tell a page, you story-tell a page.” Taking turns is important because each partner needs to have a chance to retell the book.</i> <i>Since we read independently for 5 focused minutes yesterday, today I will set the timer for 6 minutes during independent reading. I will signal you like yesterday when it is time for partner reading.</i>



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Prior to the Lesson:

- * Have book bins ready so that each partnership may easily get a book during the “Try” portion of the lesson
- * Assign partners beforehand to minimize disruptions during the lesson
- * Name the partners “peas” and “carrots” or “peanut butter” and “jelly” so that they know which partner goes first
- * Prepare an emergent storybook to demonstrate with, preferably The Three Billy Goats Gruff

PT 1 /TP 5	Storytelling partners listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story.
Connection Capture students’ attention	<i>Storytellers, yesterday we did a great job taking turns and retelling the book with our partners. But I noticed that some of us were having some trouble listening to our partner. Today it’s time for us to practice being great listeners.</i> <i>Today, I am going to teach you that storytelling partners listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story. This is important because we must listen to one another as we read. We want our partner to listen to us when it’s our turn, so we have to show them that we are also listening to them when it’s their turn to retell the story.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I listen to my partner by keeping a bubble in my mouth and my eyes on the book while my partner is retelling the story.</i> Ask one scholar to come up and volunteer. (Or use an AT) <i>Today peas are going to read first. I’m a carrot, so I’m going to listen to my partner retell the first page by keeping a bubble in my mouth and my eyes on the book.</i> Use an exaggerated bubble to model what you want the scholars to look like as their partner is reading.

	<i>Now it's my partner's turn to listen while I retell the next page from the story. Let's watch as my partner keeps a bubble in their mouth and their eyes on the book.</i> Model reading in a Whisper Voice and sharing the book in the middle, exactly the way you want the scholars to do it when they are on their own. <i>Storytellers, did you see how we listened to one another by keeping a bubble in our mouths and our eyes on the book as our partner retold the story?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to listen to one another by keeping a bubble in your mouth and your eyes on the book while your partner is retelling the story.</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. I am going to watch you put the book in the middle and hold it gently. Remember to use your Whisper Voices so that the room is peaceful. Also, don't forget: I story-tell a page, you story-tell a page. Today it's going to go peas, then carrots, peas, then carrots, etc...</i> Pass out The Three Billy Goats Gruff, The Three Bears, The Carrot Seed, and The Little Red Hen so that each partnership has one book. <i>Retell the book with your partner by taking turns. Peas go first. Peas, you are going to retell the first page in a Whisper Voice while the carrots keep a bubble in their mouth and their eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ has a big bubble in their mouth and they are keeping their eyes on the book while their partner retells the story.</i> Ask the partners to switch so that both scholars have a chance to try it.



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	<i>Now it's the carrot's turn to read in a Whisper Voice, while the peas listen nicely by keeping a bubble in their mouth and their eyes on the book.</i> Continue to walk around and praise/redirect students. Share out again for the second group of partners. Example: <i>I love the way that ____ and ____ are listening to one another. They have big bubbles in their mouths, are keeping their eyes on the book, and are using such a nice Whisper Voice</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember Storytellers, we must listen to one another by keeping bubbles in our mouths and our eyes on the book while our partner is retelling the story. This is important because we must listen to one another as we read. We want our partner to listen to us when it's our turn, so we have to show them that we are also listening to them when it's their turn to retell the story.</i>



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Prior to the Lesson:

- *During the rest of the unit, the structure of the workshop will continue to be *Set-up, independent reading, partner reading, share*
- * Reinforce key concepts from Part I (Whisper Voices, bubbles, sharing the book, etc...)
- *Both partners should bring the book they have chosen to read first during the set-up to the rug and sit on it. They will share it with their partners during the “try.”

PT 2 /TP 1	Before reading, storytellers say the title and the author’s name, and talk about the cover of the book.
Connection Capture students’ attention	<i>Storytellers, yesterday we did a wonderful job listening to one another and working together as partners. Now that you’ve had plenty of time to practice retelling the books with your partners, I’m going to teach you some new and interesting things storytellers do as they read to captivate their audience.</i> <i>Today, I am going to teach you that before reading, storytellers say the title and the author’s name, and talk about the cover of the book. This is important because the cover tells us lots of important information about the book.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I say the title and author’s name, and talk about the cover of the book before reading.</i> Point to the title and author of the book. <i>First I read the Title and the Author’s Name. The title is the name of the story, and the author is the person who wrote the book. The title of this book is The Three Billy Goats Gruff. And this book was written by a famous author named Paul Galdone.</i> Read “The Three Billy Goats Gruff”, by Paul Galdone in a Whisper Voice.



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	Model observing the cover and exaggeratedly studying the picture. <i>Now I am going to talk about the cover of the book. Hmmm, I notice that the cover of The Three Billy Goats Gruff has three billy goats on it. The first billy goat is very small, the second one is a little bit bigger, and the third billy goat is very large. I see that they are eating flowers and grass. I notice that they have very fat bellies and they are all smiling.</i> <i>Storytellers, did you see how I said the Title and the Author's Name, and talked about the cover of the book before reading?</i>
Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to say the Title and Author's Name, and talk about the cover of the book before reading.</i> <i>Sit shoulder to shoulder with your partner. Carrots, take out the book you brought to rug. Place the book in the middle. Remember to use your bubbles and Whisper Voices so that the room is peaceful. Also, don't forget to take turns. Carrots, you are going to go first. They will tell their partners the title of their book, say the author's name, and talk about the cover of their book first. Then the peas are going to say their book's title, author's name, and talk about the cover of their book.</i> <i>Carrots, tell your partner the title, author's name, and talk about the cover of your book first.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. <i>I love the way ____ noticed ____ (Ex: I love the way Jayden noticed that The Three Bears was also written by Paul Galdone.)</i> <i>Now it's the pea's turn to tell their partner the title, author's name, and to talk about the cover of their book.</i>



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	Continue to walk around and praise/redirect students. Restate teaching point by praising scholars. <i>I love the way that ____ noticed that ____ (Ex: I love the way Ameer noticed The Little Red Hen has a picture of a red hen on the cover carrying lots of tools for work.)</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember Storytellers, before reading, we must say the title and the author's name, and talk about the cover of the book. This is important because the cover tells us lots of important information about the book.</i>

PT 2 /TP 2	Storytellers use the characters’ names when retelling the story.
Connection Capture students’ attention	<i>Storytellers, yesterday we practiced saying the Title, the Author’s Name, and talking about the cover of the book. Today we are going to learn another way that storytellers make the stories more interesting.</i> <i>Today, I am going to teach you that storytellers use the character’s name when retelling the story.</i> This is important because the story is much more interesting when the audience knows the names of the characters.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use the character’s name when retelling the story.</i> <i>If I were storytelling The Three Bears, and I just called this character, “the girl” instead of using her name, that would be boring! Calling this character “Goldilocks” makes my storytelling much more precise—it helps me sound just like the book!</i> <i>Instead of talking about the mean, ugly man in the story of The Three Billy Goats Gruff, I am going to use his name and call him the “Troll.” And instead of just calling them goats, I am going to call them by their names “The Youngest Billy Goat Gruff,” the “Second Billy Goat Gruff,” and the “Big Billy Goat Gruff.” (NOTE: The Three Billy Goats Gruff might not be the best book to use for this lesson, because the names change from “youngest” to “tiniest,” and “third” to “big.” Feel free to substitute/switch emergent storybooks to model with for this particular lesson.)</i> Model retelling a few pages from the story, using the character’s names. <i>Storytellers, did you see how I used the characters names when retelling the story?</i>



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use the characters' names when retelling the story.</i> Turn to the next page of the book you used to model. <i>Peas, say the names of the characters you see on this page. Carrots, story-tell the page using the characters' names</i> As you listen in, praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ used the name "The Little Red Hen" instead of just saying "chicken."</i> Turn to the next page and repeat, switching the roles of <i>Peas</i> and <i>Carrots</i>.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Remember storytellers, we must use the character's name when retelling the story. This is important because it makes the story much more interesting and helps captivate our audience when they know the names of the characters in the story. We do this when we read independently and when we read with our partners.</i>

PT 2 /TP 3	Storytellers retell the story by saying what’s happening in the pictures.
Connection Capture students’ attention	<i>Storytellers, yesterday we used the character’s name when retelling the story. You did such a nice job remembering and using all of the characters names when you were storytelling. Today we’re going to use another great storytelling strategy to help us retell the story.</i> <i>Today, I am going to teach you that storytellers retell the story by saying what’s happening in the picture.</i> This is important because the picture gives us lots of information and helps us remember what is happening on each page.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I retell the story by saying what’s happening in the picture.</i> Turn to Pg. 26. This is the page where the big Billy Goat Gruff is butting the Troll with his horns. <i>I am looking at the picture and studying it so I know what is happening.</i> Model studying the picture in an exaggerated way. <i>Watch now as I say what’s happening in the picture. The Big Billy Goat Gruff butts the Troll with his horns. The troll flies through the air. The troll looks frightened, and the Big Billy Goat Gruff doesn’t look afraid at all. The Billy Goat lifts up his hard hooves to trample the troll. The Troll screams and yells in terror. The Big Billy Goat Gruff defeats that mean, ugly troll.</i> <i>Storytellers, did you see how I retold the story by saying what was happening in the pictures?</i>



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to retell the story by saying what's happening in the picture.</i> Turn to the next page in the book you have used to model/ <i>Carrots, retell the first page to your partner by using the pictures to say what is happening. Peas, be great listeners with giant bubbles and eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is using all the details in the picture to say everything that is happening on this page. I love how__ is including the actual words the author wrote</i> Turn to the next page in the book. <i>Now it's the pea's turn to retell the second page of the story by using the pictures to say what is happening. Carrots, remember to be good listeners.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, always remember to retell the story by saying what's happening in the picture. This is important because the picture gives us lots of information and helps us remember what is happening on each page.</i>

PT 2 /TP 4	Storytellers retell the story by finding the main character and saying what he/she is doing on each page.
Connection Capture students' attention	<i>Storytellers, yesterday we used the pictures to help us retell the story. Today we are going to use the main character, and the picture, to help us retell the story in an interesting way.</i> <i>Today, I am going to teach you that storytellers retell the story by finding the main character and saying what he or she is doing on each page. This is important because the main character is the most interesting part of the story, and we want to keep our readers interested by always telling them what the main character is doing on each page.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I retell the story by finding the main character and saying what he or she is doing on the page.</i> Turn to Pg. 13. This is the page where the Troll yells at the Youngest Billy Goat Gruff. <i>The troll is the main character here. I'm going to look at this page and retell what the troll is doing on this page. The troll yells at the tiniest Billy Goat Gruff. When the tiniest Billy Goat Gruff asks to go to the meadow and make himself fat, the Troll doesn't let him. He says, "No you're not! For I'm coming to gobble you up!" The troll shakes his finger at the tiniest billy goat gruff and yells at him in a scary voice, reaching towards him to gobble him up. The tiniest Billy Goat Gruff says, "Oh please don't take me! I'm too little that I am." And asks the troll to wait for his brother, the second Billy Goat Gruff, because he's much bigger. The troll thinks about this and says, "Well then, be off with you!" and points to the other side of the bridge. He lets the tiniest billy goat pass so he can gobble up his bigger brother instead.</i> <i>Storytellers, did you see how I retold the story by finding the main character and saying what he was doing on this page?</i>



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to retell the story by finding the main character and saying what he is doing on the page.</i> Display a page from another familiar Emergent Storybook. As scholars turn and talk, they identify the main character and what he or she is doing on that page. Go to the next page and repeat.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always retell the story by finding the main character and saying what he is doing on each page. This is important because the main character is the most interesting part of the story, and we want to keep our readers interested by always telling them what the main character is doing on each page. We do this when we read independently and when with read with our partners!</i>



PT 2 /TP 5	Storytellers say at least 3 things that are happening in each picture.
Connection Capture students' attention	<i>Storytellers, yesterday you did an excellent job finding the main character and telling what he or she was doing on each page. Today we are going to practice saying even more about each page.</i> <i>Today, I am going to teach you that storytellers say at least 3 things that are happening in each picture.</i> This is important because oftentimes there are lots of things going on in the picture, and it's important that we tell about <u>all</u> the different things we see in the picture so that our audience can understand <u>everything</u> that's going on in the story.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I tell about more than one thing that are happening in each picture.</i> Turn to Pg. 31. This is the page where the troll is in the water, and the Billy Goats Gruff are eating in the meadow. As you say 3 things that are happening, have scholars put up one finger at a time to keep track. <i>I'm going to look at this page and tell about more than one thing that's happening in the picture. Hmmm, I see the Big Billy Goat Gruff going up the hillside to join his brothers in the meadow. That's one thing. But I want to be sure and tell about more than one thing that's happening in the picture. What else do I see? Wow, there's a lot going on in this picture! I see the troll floating in the water. The Big Billy Goat Gruff defeated that mean ugly troll and he's in the river. The billy goats are eating daisies, grass, and flowers in the meadow. They are smiling and happy. They're going to eat and eat and eat and get fat.</i> <i>Storytellers, did you see how I said at least 3 things that are happening in each picture?</i>



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to tell about more than one thing that's happening in the picture.</i> Turn to another page in the book you used to model. <i>Peas, tell your partner at least 3 things that are happening on this page. Carrots, use your 3 fingers to help your partner keep track.</i> Turn to the next page <i>Carrots tell your partner at least 3 things that are happening on this page. Peas, use your 3 fingers to help your partner keep track.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always tell at least 3 things that are happening in the picture. This is important because oftentimes there are lots of things going on in the picture, and it's important that we tell about <u>all</u> the different things we see in the picture so that our audience can understand <u>everything</u> that's going on in the story.</i>

PT 2 /TP 6	Storytellers describe the setting by telling about where the main character is.
Connection Capture students' attention	<i>Storytellers, yesterday we told about more than one thing that was happening in the picture. Today we are going to learn about something new that storytellers include when they're retelling a story to capture their audience. The setting, where the story takes place, is one of the most important parts of any great story.</i> <i>Today, I am going to teach you that storytellers describe the setting by telling about where the main character is. This is important because knowing the setting, and telling the audience about where the story takes place allows us to really picture the story in our minds like a movie.</i>
Teach Teach ONE thing by demonstrating.	<i>Storytellers, sometimes the setting changes from one page to the next. In the Three Billy Goats Gruff, the setting changes from a valley to a bridge to a meadow. In other stories, the setting stays the same on each page. It's important that we always describe the setting when we story-tell by telling about <u>where</u> the main character is.</i> <i>Watch me as I describe the setting by telling about where the main character is.</i> Turn to Pg. 6. This is the page where the Billy Goats are looking up the hillside to the meadow. <i>The setting is where the story takes place. On this page, the main characters are in the valley looking at the meadow on the hillside. The valley is the setting in this picture. I am going to describe the valley and tell about <u>where</u> the Billy Goats are.</i> Model describing the setting. <i>The Three Billy Goats are in a valley where there is very little grass. There is not enough food for</i>



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	<i>them to eat in this valley. They have to cross the rushing river to get to the meadow on the hillside, where there is more to eat. The meadow is full of green grass. They must cross the river, and leave the valley, to get to the meadow full of grass.</i> <i>Storytellers, did you see how I described the setting and told about where the main characters were?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to describe the setting by telling about where the main character is.</i> Display the next page of the book you have used to model or another familiar Emergent Storybook. <i>Peas, describe the setting on the first page to your partner by telling about where the main character is. Carrots, be great listeners with your eyes on the book.</i> Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is describing the setting. ____ described the woods where the Three Bears lived and talked about the trees and their little log cabin.</i> Turn to the next page <i>Now it's the carrots' turn to describe the setting by telling about where the main character is. Peas, remember to be great listeners.</i>



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Link

Restate teaching point and connect it to ongoing student work in one or two sentences

Storytellers, we must always describe the setting and tell about where the main character is. This is important because knowing the setting, or where the story takes place, makes the story much more interesting and allows us to really picture it like a movie. Do this from now on when you read your books alone, and when you read with partners.

PT 2 /TP 7	Storytellers find the main character and imagine what he/she might be saying by using “He said, ‘ __ ’ and she said, ‘ ____ ’”
Connection Capture students’ attention	<i>Storytellers, yesterday we learned how to describe the setting and talk about where the story takes place. You did an excellent job describing the farm where the Little Red Hen works, the house where the Three Little Bears live, and the spot where the little boy decided to plant his seed and watch it grow. I’m very proud of all the great storytelling you did yesterday. Today we are going to use our imaginations to make the characters in our stories more interesting.</i> <i>Today, I am going to teach you that storytellers find the main character and imagine what he/she might be saying by using “He said, ‘ __ ’ and She said, ‘ ____.’” This is important because when we add in all the words that the characters actually might say in the story, it makes our storytelling come alive for our audience!</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I find the main character and imagine what he might be saying by using, “He said, ‘ ____.’”</i> Turn to Pg. 28. This is the page where the Troll is falling into the river. <i>I am going to imagine what the Troll might be saying by using “He said, ‘ ____.’” The Troll is the main character. I found him, he’s right here.</i> Point to the troll. Model imagining what the troll might be saying. <i>Now I’m going to imagine what he might be saying. Hmmm, he’s falling into the river. I am going to imagine what he might be saying as he falls. Got it! Now I’m going to use “he said” and say what I think the troll might be saying. He said, “Ahh! Oh no! That Big Billy Goat has defeated me! I don’t even know how to swim! I’m going to drown in this river. Someone help me! Throw me a lifesaver.</i>



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	<i>Ahh! I'm afraid of fish. Oh no! Those tricky Billy Goats have outsmarted me."</i> <i>Storytellers, did you see how I found the main character and imagined what he might be saying by using, "He said, '____.'"</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to find the main character and imagine what he/she might be saying by using, "He said, '____' and She said, '____.'"</i> Turn to a new page in the book you used to model, or in another familiar ESB. <i>Carrots, find the main character on this page and imagine what he/she might be saying by using, "He said, '____' and She said, '____.'"</i> Peas, be good listeners with giant bubbles and eyes on the book. Walk around and praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is imagining what the little boy is saying. He might be saying, "I can't wait for my carrot to grow. I'm so excited to see it come up."</i> Turn to a new page. <i>Now it's the pea's turn to find the main character and imagine what he/she might be saying on the second page. Carrots, remember to be great listeners.</i> Continue to walk around and praise/redirect students. Restate teaching point by praising scholars.



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Link

Restate teaching point and connect it to ongoing student work in one or two sentences

Storytellers, we must always find the main character and imagine what he/she might be saying by using “He said, ‘ __ ’ and “She said, ‘ __.’” This is important because when we add in all the words that the characters actually might say in the story, it makes the characters come alive in our minds and for our audience!

PT 2 /TP 8	Storytellers look at the previous page to remind ourselves what has just happened.
Connection Capture students' attention	<i>Storytellers, yesterday we had so much fun imagining what the characters in the stories might be saying. You used your imaginations and came up with some wonderful dialogue. Today we're going to practice something else that storytellers do before they read to help them remember all of the important parts.</i> <i>Today, I am going to teach you that storytellers look at the previous page –the one that came before- to remind ourselves what has just happened. This will help us connect the different pages in the book so that the whole story makes sense.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I look at the previous page before I read to remind myself what has just happened.</i> <i>I am just about to read my favorite page in <u>Caps for Sale!</u>, the one where the peddler realized the monkeys have taken his caps. Before I do though I am going to flip back and look at the previous page-the one that came before-to remind myself what has just happened. Think aloud as you study the page. Oh! I remember how the story goes. The peddler falls asleep under the tree. He sleeps for a long time! The monkeys take the peddler's caps while he is napping!</i> <i>Storytellers, did you see how I looked at the page before I read to remind myself what has just happened?</i>



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. You are going to practice looking at the previous page-the one that came before-to remind yourself what has just happened.</i> <i>Scholars, I thought we could read this page of <u>Milton the Early Riser</u>, where Milton works and works and puts things right. But I think it's important that we first use the page before to remind ourselves why Milton has to work so hard.</i> Turn to the previous page <i>Scholars, let's remind ourselves what is happening. Turn and tell your partner what's happening on this page. How does flipping back and looking at this page help us understand why Milton must work so hard?</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always look at the page before we read to remind ourselves what is happening. Doing so will help us connect the pages of the book so that the whole story makes sense.</i>



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PT 2 /TP 9	Storytellers say more about what the main character is doing on each page.
Connection Capture students' attention	<i>Storytellers, yesterday we looking back to make sure we are connecting the pages as we are reading. You were such great storytellers as you used the previous page to remind yourselves what had just happened. Today we are going to notice even more things about each page. Just like as writers, we try our best to include many details on each page, we also want to be the kind of storytellers who tell many details on each page!</i> <i>So, today, I am going to teach you that storytellers say more about what the main character is doing on each page. This is important because we don't want our audience to be bored when we tell our story, so we have to tell them everything the main character is doing, not just one little thing.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I say more about what the main character is doing on each page.</i> Turn to Pg. 15. This is the page where the Troll is yelling at the second Billy Goat. <i>I am going to say more about what the main character is doing on this page. I could just say, "He's yelling at the goat." But that's boring. I want to say more about what the troll is doing to make my story more interesting. Watch as I say <u>more</u> about what the troll is doing on this page. The bridge is making a noise. The troll hears someone coming. He roars with his big booming voice and demands to know who dares try to cross his bridge. He reaches out his hands and shakes his head from side to side, making his voice as loud as he possibly can. He stands up on the two tallest rocks under the bridge and roars "Who's that tripping over my bridge!" His voice echoes from under the bridge and he looks up in anticipation for a response from the trespasser.</i> <i>Storytellers, did you see how I said more about what the main character was doing on this page?</i>



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The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to say more about what the main character is doing on each page.</i> Turn to another page in the book you used to model. <i>Carrots, say more about what the main character is doing on this page. Peas, be great listeners with giant bubbles and eyes on the book.</i> Share out scholars' responses. Then turn to a new page. <i>Peas, say more about what the main character is doing on this page.</i> Share out scholars' responses.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always say more about what the main character is doing on each page. This is important because we need to remember to retell as many things as we possibly can about what the main character is doing. Just like when we are writing, we don't want our audience to be bored when we tell our story, so we have to tell them <u>all of the details of what</u> the main character is doing on each page.</i>

PT 2 /TP 10	Storytellers use “first,” “next,” and “then” to retell a story.
Connection Capture students’ attention	<i>Storytellers, yesterday we said more about what the main character was doing on each page. I was so impressed by the great storytelling you did with your partners. Today we are going to practice using fancy storytelling words to spice up our stories and make them more interesting.</i> <i>Today, I am going to teach you that storytellers use “first,” “next,” and “then” to retell a story. This is important because we need to let our audience know the order in which the story happens. We don’t want our listeners to be confused, so we must use these words to help them realize the flow of the story and to help them know when the story is about to move on and go to something new.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use “first,” “next,” and “then” to retell a story.</i> Retell the first three pages of The Three Billy Goats Gruff using “first,” “next,” and “then.” You do not have to read the pages verbatim, but simply retell the story, emphasizing and adding in transition words. <i>Storytellers, did you see how I used “first,” “next,” and “then” to retell the story of The Three Billy Goats Gruff?</i>
The Try Students must participate and practice to learn.	<i>Now it’s your turn to try. I want you to use “first,” “next,” and “then” to retell a story.</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share. Today we are going to try something new and different. Instead of taking turns on each page, we are going to take turns storytelling three pages of the book at a time. The peas are going to story-tell the first three pages of the book to the carrots, and then the carrots are going to story-tell the next three pages of the book to the peas. We are going to take turns storytelling three pages of the book to our partners, using the words “first,” “next,” and “then” to retell the story, just as you saw me</i>



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	<i>do with The Three Billy Goats Gruff.</i> <i>Remember to use your bubbles and Whisper Voices so that the room is peaceful.</i> <i>Pease, take out the books you brought to the rug. Read the first three pages of the book to your partner, using the words “first,” “next,” and “then.” Carrots, be good listeners with giant bubbles and eyes on the book.</i> <i>As you listen in, praise/redirect students. Stop and share out praise in a way that restates the teaching point. Example:</i> <i>I love the way ____ is using the word “first” to retell what is happening on the first page.</i> <i>Now it’s the carrot’s turn to read the next three pages of book to their partner. Peas, remember to be good listeners.</i> <i>Stop scholars and restate the teaching point again to praise a scholar. Example:</i> <i>I love the way ____ used the word “then” to describe what happened next in the story.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always use “first,” “next,” and “then” to retell a story. This is important because we need to let our audience know the order in which the story happens. We don’t want our listeners to be confused, so we must use these words to help them realize the flow of the story and to help them know when the story is about to move on and go to something new.</i>



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PT 2 /TP 11	Storytellers connect the pages by saying how the character gets from one page to the next.
Connection Capture students' attention	<i>Storytellers, yesterday we used “first,” “next,” and “then” to retell the story. You did a wonderful job using these words to connect the pages of the book. Today we are going to learn more about how to make our stories flow together and connect, so that they make sense.</i> <i>Today, I am going to teach you that storytellers connect the pages by saying how the character gets from one page to the next.</i> This is important because we need to explain to our listeners how the characters move from one setting to another, from place to place. We must help ourselves, as well as our audience understand how the character moves throughout the story. Our stories must make sense.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I connect the pages by saying how the character gets from one page to the next.</i> <i>Storytellers, this is one of our favorite books, Caps for Sale. I am going to say how the peddler gets from one page to the next. I am going to start by studying the very first page and saying what the peddler is doing.</i> Read the first page of Caps for Sale. Pause and look at the first page of Caps for Sale. <i>On the first page the peddler is standing by his house, with lots of caps on top of his head.</i> Turn and look at the next page. Model thinking how the character would get from one page to the next. <i>Hmmm, how can I connect this page to the page before? How did he get to this page? On the first page he was standing by his house, and now he is in the street in the middle of the village. I need to say how the peddler got to this part of the story, how the peddler got to the street in the village. I am</i>



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	<i>going to say, “The peddler walked into town and began trying to sell his caps.”</i> Read the second page of Caps for Sale. <i>Storytellers, did you see how I connected the first two pages of Caps for Sale by saying how the peddler got from one page to the next?</i>
The Try Students must participate and practice to learn.	<i>Now it’s your turn to try. I want you to connect the pages by saying how the character gets from one page to the next.</i> <i>Sit shoulder to shoulder with your partner. I am going to give you and your partner a book to share.</i> <i>The carrots are going to story-tell three pages to the peas first, and then the peas are going to story-tell three pages of the book to the carrots next. We are going to take turns storytelling three pages of the book to our partners, connecting the pages by saying how the character gets from one page to the next.</i> <i>Carrots, take out the book you brought to the rug. Read three pages of the book to your partner, connecting the pages by saying <u>how</u> the character gets from one page to the next. Peas, be great listeners with your eyes on the book.</i> As you listen in, praise/redirect students. Stop students and restate the teaching point by praising a scholar. Example: <i>I love the way ____ is connected the first two pages of Corduroy by saying that Corduroy was sitting on a shelf waiting for the store to open, then the store opened and a little girl came along. _____ used our fancy storytelling words from yesterday to connect the first two pages.</i> <i>Now it’s the peas’ turn to read the next three pages of the book to their partner. Carrots, remember</i>



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	<i>to be great listeners.</i> Continue to listen in, praising/redirecting scholars. Stop students and restate the teaching point again by praising a scholar. Example: <i>I love the way ____ connected the page where Milton sees the Nincompoops sleeping to the page where he explores and finds that all the animals are sleeping by saying, "Milton kept exploring and looking everywhere, but all the animals were sound asleep no matter where he looked."</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always connect the pages by saying how the character gets from one page to the next. This is important because we need to explain to our listeners how the characters move from one setting to another, from place to place. We must help ourselves and our audience understand how the character moves throughout the story so that our reading makes sense!</i>



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PT 2 /TP 12	Storytellers tell what the character is <i>doing</i> , and then tell what the character is <i>saying</i> .
Connection Capture students' attention	<i>Storytellers, yesterday we connected the pages in the stories by saying how the character got from one page to the next. You did a wonderful job explaining how the characters moved throughout the story. Today we are going to learn how to make our storytelling more interesting by telling more about the characters' actions and dialogue. Actions and dialogue are the things that the characters are doing and saying in the story.</i> <i>Today, I am going to teach you that storytellers say what the character is <u>doing</u>, and then tell what the character is <u>saying</u>. This is important because characters do and say lots of interesting things in the story, and we want to make sure to tell our listeners all of the things our characters are doing and saying so that they get a better understanding of what's happening in the story.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I tell what the character is doing, and then tell what the character is saying.</i> <i>I am going to tell what the peddler is doing, and then tell what the peddler is saying in the book Caps for Sale.</i> Turn to the page of Caps for Sale where the peddler is shaking his finger at the monkeys. Pause and look at the page in the book. <i>I am going to look at this page and tell what the peddler is doing and then what the peddler is saying. Hmm, what is the peddler doing? The peddler is shaking his finger at the monkeys. And what is the peddler saying? The peddler is saying, "You monkeys, you, give me back my caps!" I need to tell both what the peddler is doing, and what the peddler is saying.</i> Read the first part of the page.

	<i>"You monkeys, you," he said, shaking a finger at them, "you give me back my caps."</i> <i>Storytellers, did you see how I told what the peddler was doing, and then told what the peddler was saying?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to tell what the character is doing, and then tell what the character is saying.</i> Display another page in the book you used to model. <i>Peas, tell the carrots what the character is doing and saying. Carrots, be great listeners with your eyes on the book!</i> Share scholars' responses. Display another page in the same book. <i>Carrots, tell the peas what the character is doing and saying...</i> <i>I love the way ____ told what Corduroy was doing and saying on this page. He/she said that Corduroy is looking at his button, frowning with a sad face, saying "I didn't know I'd lost a button!"</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always say what the character is <u>doing</u>, and then tell what the character is <u>saying</u>. This is important because characters do and say lots of interesting things in the story, and we want to make sure to tell our listeners all of the things our characters are doing and saying so that they get a better understanding of what's happening in the story.</i>

PT 2 /TP 13	Storytellers also describe what other characters on the page are doing and saying.
Connection Capture students' attention	<i>Storytellers, yesterday we told what the character in the story was doing and saying. You made your stories much more interesting by adding in the character's dialogue and actions. Today we are going to learn how to tell even more about the other characters in the story.</i> <i>Today, I am going to teach you that storytellers also describe what other characters on the page are doing and saying.</i> This is important because in many stories there are lots of different characters doing and saying lots of different things, and it's important that we tell our audience all of the many things the characters are doing and saying so that our story is as interesting as possible.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I tell what other characters on the page are doing and saying.</i> <i>The main character is the person the book is mostly about. But stories have many other characters as well. Most books have lots and lots of characters.</i> <i>In Caps for Sale, the peddler is the "main character" and the monkeys are the "other characters" in the story. I am going to tell what the monkeys are doing, and then tell what the monkeys are saying in the book Caps for Sale.</i> Turn to the page of Caps for Sale where the peddler is shaking his finger at the monkeys. Pause and look at page in the book. <i>I am going to look at this page and tell what the monkeys are doing and also what the monkeys are saying. Hmm, what are the monkeys doing? The monkeys are shaking their fingers at the peddler. And what are the monkeys saying? The monkeys are saying, "Tsz, Tsz, Tsz." I need to tell both of these things, what the monkeys are doing, and what the monkeys are saying. The monkeys are also important characters in the book even though they are not the main character, and I need to tell what they are doing and saying too.</i>



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	Read the second part of the page. <i>The monkeys only shook their fingers back at him and said, "Tsz, Tsz, Tsz."</i> <i>Storytellers, did you see how I told what the other characters on the page were doing and saying?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to tell what the other characters on the page are doing and saying.</i> Turn to a new page in the book you used to model, or in another familiar ESB. <i>Carrots, read this page to your partner, telling the peas what the other characters on the page are doing and saying. Peas, be good listeners with giant bubbles and eyes on the book.</i> Turn to a new page. <i>Now it's the pea's turn to read the one page of the book to their partner, telling the carrots what the other characters are doing and saying on their page. Peas, remember to be good listeners.</i> <i>I love the way ____ told what Milton's mother and father were doing on this page. He/she said that Milton's parents were waking him up, saying "Rise and shine!"</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always describe what other characters on the page are doing and saying. This is important in many stories there are lots of different characters doing and saying lots of different things, and it's important we tell our audience all of the many things the characters are doing and saying so that our story is as interesting as possible.</i>



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PT 2 /TP 14	Readers become storytellers by using the same words as the author.
Connection Capture students' attention	<i>Storytellers, yesterday we told what all the other character in the story were doing and saying. You made your stories much more interesting by adding in the character's dialogue and actions. Today we are going to learn how to sound like expert storytellers.</i> <i>Today, I am going to teach you that readers become storytellers by using the same words as the author.</i> This is important because the author carefully chose all of the words that are in the story and we want to try to tell it exactly the way that the author wanted us to when they wrote the book.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I become a storyteller by using the same words as the author.</i> <i>I am going to try my very best to use all of the author's words in the book Caps for Sale. I am not going to make up my own words. I am going to try to say all of the words the author, Esphyr Slobodkina, put into the story.</i> Turn to the first page of Caps for Sale. <i>Can I make up my own words and say, "This is a story about a man with a moustache who sold lots of different colored hats from on top of his head?" No! I can't say those words because those aren't the author's words. I need to try to remember all of the author's words. Oh, I remember, the author called this man a peddler and talked about how he sold caps. So I have to use the words "peddler" and "caps." I also remember this page started "Once there was..." because this is the way a lot of stories I like begin. And I remember the way the author told about the hats because he named all the colors, starting at the bottom and working his way up to the red caps. I am going to try to read like a story-teller by using the same words as the author.</i>



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	Read the first page of Caps for Sale word for word, just as it is written. <i>Storytellers, did you see how I became a storyteller by using the same words as the author?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to try your very best to become a storyteller by using the same words as the author.</i> Display a familiar page from <i>Caps for Sale</i>! <i>Peas, read this page to your partner, using all the same words as the author. Carrots, be great listeners with giant bubbles and eyes on the book.</i> <i>I love the way ___ remembered the way the author used the words "flip-flopped" and "flop-flipped" on this page. ___ did a really nice job using the same words as Gene Zion, the author of Harry the Dirty Dog.</i> Display a new page. <i>Now it's the carrot's turn to read the one page of the book to their partner, using all the same words as the author. Peas, remember to be great listeners.</i> <i>I love the way ___ used the same words as the author. He remembered the words that Don Freeman used on the second page. ___ said that "no one ever seemed to want a small bear in green overalls." Those are exactly the same words that the author used on this page!</i>



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Link

Restate teaching point and connect it to ongoing student work in one or two sentences

Readers, we must always become storytellers by using the same words as the author. This is important because the author carefully chose all of the words that are in the story and we want to try to tell it exactly the way that the author wanted us to when they wrote the book.

PT 2 /TP 15	Storytellers make our voices sound like the character’s voice by thinking about how the character is feeling.
Connection Capture students’ attention	<i>Storytellers, yesterday we used all of the same words as the author to tell our stories. Some of you sounded just like Don Freeman and Gene Zion! I was very impressed by how many of the authors’ words you used when telling your stories to your partners. Today we are going to learn how to sound like expert storytellers, by using our voices in a fun and exciting way.</i> <i>Today, I am going to teach you that storytellers make our voices sound like the character’s voice by thinking about how the character is feeling. This is important because we want to make sure to show our audience when a character is feeling a certain way, by changing our voice to show that feeling.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I make my voice sound like the character’s voice by thinking about how the character is feeling.</i> <i>I am going to try to make my voice sound like the peddler in Caps for Sale.</i> Turn to the page where it says the peddler felt quite angry and he stamped his foot. <i>Before I try to make my voice sound like the peddler’s, I need to think about how he is feeling on this page. Hmmm. He’s lost all his caps. The monkeys won’t give him his caps back. The monkeys keep mimicking him. I remember that the words even tell us that the peddler was quite angry. I need to use a very angry voice.</i> Read the first part of this page, making your voice sound overly angry: <i>“YOU MONKEYS, YOU! YOU BETTER GIVE ME BACK MY CAPS!”</i>



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	<i>Storytellers, did you see how I made my voice sound like the peddler's voice by thinking about how the peddler was feeling on this page?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to make your voice sound like the character's voice by thinking about how the character is feeling.</i> Display a page from a familiar ESB. It should be one that includes dialogue. <i>Carrots, read this page to your partner, making your voice sound like the character's by thinking about how the character is feeling. Peas, be great listeners with giant bubbles and eyes on the book.</i> <i>I love the way ___ used a sad, sad voice when they read the page in Corduroy where he discovers he lost a button. They said the words, "I didn't know I'd lost a button" in such a sad, sad voice because they knew that Corduroy was probably very sad to lose his button.</i> Display another page from the same book that contains dialogue. <i>Now it's the pea's turn to read the one page of the book to their partner, making their voice sound like the character's by thinking about how the character is feeling. Carrots, remember to be good listeners.</i> <i>I love the way ___ used a happy voice to say the words, "It's Harry! It's Harry!" on this page, when the family discovers that the dirty dog is actually their pet, Harry.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always make our voices sound like the character's by thinking about how the character is feeling. This is important because we want to make sure to show our audience when a character is feeling a certain way, by changing our voice to show that feeling.</i>

PT 2 /TP 16	Storytellers use gestures and facial expressions to make the story more interesting.
Connection Capture students' attention	<i>Storytellers, yesterday we made our voices sound just like the characters in our stories. I loved the way you sounded just like the angry peddler, or sleepy Milton. Today we are going to learn how to use our bodies when we story-tell, to captivate our audience and keep them even more interested in the story.</i> <i>Today, I am going to teach you that storytellers use gestures and facial expressions to make the story more interesting.</i> This is important because when we make gestures with our hands and our bodies, and use big expressions on our faces, it spices up our stories and makes them more interesting for our audience.
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use gestures and facial expressions to make the story more interesting.</i> <i>I am going to use my hands and body to make gestures as I story-tell this page in Caps for Sale. I'm also going to use my mouth, my nose, and my eyebrows to make facial expressions.</i> Turn to the page where it says the peddler felt quite angry and he stamped his foot. <i>Watch how I use my body to make the peddler and monkey's gestures in the story. It's going to spice up my storytelling and make the story much more interesting.</i> Read the page and stamp your feet, shake your fists, move your head. Use your body to make gestures as you read. <i>Now watch how I use facial expressions to show that the peddler is angry. I'm going to scrunch up my mouth, burrow my eyebrows and frown to show how mad he is.</i> Read the page again, this time with gestures and facial expressions.



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	<i>Storytellers, did you see how I used gestures and facial expressions to make the story more interesting?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use gestures and facial expressions to make the story more interesting.</i> Display a page from a familiar ESB. <i>Together, with your partner, use gestures and facial expressions to make the story more interesting as you read this page.</i> Repeat with another page. <i>I love the way ___ used a gesture to show that Harry grabbed the scrub brush and ran away to bury it in the back yard.</i> <i>I love the way ___ used a gesture to show that the Creeps, the Whippersnappers, and the Nincompoops were all asleep. ___ used a gesture to make the story more interesting. ___ put his hands to his head to show that they were all sleeping.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must always use gestures and facial expressions to make the story more interesting. This is important because when we make gestures with our hands and our bodies, and use big expressions on our faces, it spices up our stories and makes them more interesting for our audience.</i>



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PT 2 /TP 17	Storytellers use partners to take turns acting out the story: “I story-tell, you act. You story-tell, I act.”
Connection Capture students’ attention	<i>Storytellers, yesterday we read with such great expression. We used our bodies to make gestures as we read, and our stories were much more interesting. Today we are going to learn how to work with a partner to act out our stories. You’ve been using excellent teamwork and working together so nicely, and I can’t wait to see you act out the stories today.</i> <i>Today, I am going to teach you that storytellers use partners to take turns acting out the story: “I story-tell, you act. You story-tell, I act.” This is important because we show how much we understand a story by acting it out with a partner.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I use a partner to take turns acting out the story: “I story-tell, you act. You story-tell, I act.”</i> Ask one scholar to come up and volunteer. (NOTE: If management is under control, you might choose to have the AT come up and be your partner.) <i>Today peas are going to story-tell first, carrots are going to act first. I’m a carrot, so I’m going to act out a page first while my partner story-tells. Then we will switch and my partner is going to act out a page, and I am going to story-tell. Remember: we have to take turns!</i> Act out the story as your partner reads the first page. Use courteous actions, so as to not take away from the storytelling. <i>Storytellers, did you notice how I acted out the story in a nice way? I did not make too much noise. I wanted to show that I understood the story, and act it out in a way that would make you more interested. But I was also very friendly and kind to my partner, allowing them to do their best storytelling while I acted out the story.</i>



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	<i>Now it's my partner's turn to act out the story. Let's watch and see if they are going to be courteous and use actions that allow me to do my best storytelling.</i> Let the partner act out the second page of the book. <i>Storytellers, did you see how we used partners to take turns acting out the story? "I story-tell, you act. You story-tell, I act."</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use partners to take turns acting out the story: "I story-tell, you act. You story-tell, I act."</i> Display another page from the book you used to model. <i>Peas, story-tell this page. Carrots, act out the story.</i> <i>I love the way ___ and ___ worked together so nicely. I can tell that ___ understood the story because they pretended to be Milton and they stretched and yawned as ___ read the words "Milton woke up early."</i> Display another page from the same book. <i>Now it's carrot's turn to story-tell the next page from the book. Peas, act out the story. Carrots story-tell, peas act.</i> <i>I love the way ___ and ___ were a great team. ___ acted just like a busy shopper trying to buy all sorts of things, and acted out a sad and ignored Corduroy, while ___ read the second page of the book. They took turns acting out the story so nicely.</i>



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Link

Restate teaching point and connect it to ongoing student work in one or two sentences

Storytellers, we must use partners to take turns acting out the story: “I story-tell, you act. You story-tell, I act.” This is important because we show how much we understand a story by acting it out with a partner.



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Prior to the Lesson:

* Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 1	A quiet audience member sits in Magic 5 and shows silent excitement during the storytelling.
Connection Capture students' attention	<i>Storytellers, yesterday we acted out the stories with a partner. I am so excited because today we are going to do something new and different. Today we are going to act out the stories as a class, just like a Readers Theatre.</i> <i>Today, I am going to teach you that a quiet audience member sits in Magic 5 and shows silent excitement during the storytelling.</i> <i>It's very important that the audience is especially quiet because the narrator and storytellers on stage need to be heard. The audience is the most important part of Readers' Theatre because they are the ones who get to enjoy the storytelling!</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how a quiet audience member sits in Magic 5 and shows silent excitement during the storytelling.</i> Model how to sit in Magic 5 and show silent excitement. <i>I am going to sit with my hands in my lap. If I like a certain part of the story, I am going to wiggle my hands and show silent excitement. I am going to keep a big bubble in my mouth and be extra quiet, so that I do not interrupt the storytelling on stage. I know that if I want to be on stage, I have to be a quiet and respectful audience member so that maybe I can get a turn next time.</i> Ask two volunteers to come up and act out/read the first page of Caps For Sale. <i>I am going to be a quiet audience member. I am going to sit in Magic 5 and use silent excitement as they act out Caps for Sale. I know that if I want to be an actor next time, I have to be a good</i>

	<i>audience member and enjoy the storytelling in a quiet way.</i> The two volunteers read the first page of Caps for Sale. Stay in Magic 5 and show Silent Excitement when they talk about the colors of caps. <i>I didn't say "yay" or make any noise when they acted out my favorite part about all the different colored caps. I showed silent excitement and stayed in Magic 5.</i> <i>Storytellers, did you see how I sat in Magic 5 and showed silent excitement during the storytelling?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to sit in Magic 5 and show silent excitement during the storytelling.</i> <i>Let's practice being good audience members by acting out the first three pages of Caps for Sale. I am going to pick one scholar to be the narrator and story-tell the first three pages. I am going to pick another scholar to be the peddler and say all the words that the peddler speaks in the story. And I am going to pick many of you to be the audience members, which is the most important part of Readers Theater. Remember, if you want a part on stage next time, you must be a good audience member by sitting in Magic 5 and showing silent excitement.</i> Call on one scholar with a strong memory and an excellent retelling of Caps For Sale. Choose a student with a loud speaking voice and a leader in the classroom. Call on a similar scholar to be the peddler. Have the scholars stay at the rug. Ask the narrator to sit in the Teacher's Chair, and ask the peddler to stand up on the "stage."



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	<i>Narrator, please do not begin until you feel like you have a quiet audience. Do not start until you see everyone in a beautiful Magic 5.</i> Walk around and praise/redirect students. Share out praise in a way that restates the teaching point. Example: <i>I love the way ___ is sitting in such a nice Magic 5. They are showing silent excitement because they are so excited to enjoy the first three pages of Caps For Sale.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must remember that a quiet audience member sits in Magic 5 and shows silent excitement during the storytelling. It's very important that the audience is especially quiet because the narrator and storytellers on stage need to be heard. The audience is the most important part of Readers' Theatre because they are the ones who get to enjoy the storytelling!</i>



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Prior to the Lesson:

* Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 2	Storytellers in Readers Theatre use loud and proud voices.
Connection Capture students' attention	<i>Storytellers, yesterday we practiced being quiet audience members so that everyone could hear and enjoy the storytelling. Today we are going to practice another important part of Readers Theatre that allows everyone to hear and enjoy the storytelling</i> <i>Today, I am going to teach you that storytellers in Readers Theatre use loud and proud voices. It's very important that the audience hears the story and is able to understand the words that the story-teller is saying.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how storytellers in Readers Theatre use loud and proud voices.</i> Read the first page in a quiet, mumbled, Whisper Voice. Read much too quickly. <i>Was that a loud and proud voice? Were you able to hear and understand the story? No! I was speaking so quietly you couldn't even hear me. And I was saying the words much too slowly. I need to use a loud and proud voice.</i> Read the first page again, this time screaming in a loud/unpleasant manner. Say the words extra slowly in a monotone voice. <i>That was a very loud voice, but was it a proud voice? Am I proud of the storytelling I just did? No way, I was screaming so loudly I sounded absolutely atrocious. You couldn't even really understand me because I was screaming in such an unpleasant manner. And I was reading way too slowly. Let me try again.</i>

	Read the first page a third time, this time in a loud/proud voice, overly enunciating and articulating every sound. <i>Storytellers, did you see how I used a loud voice, but it wasn't too loud? I didn't speak too quickly or too slowly. I used a voice that made me very proud of the great storytelling I was doing.</i> <i>Storytellers, did you see how I used my loud and proud voice?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to use loud and proud voices.</i> <i>Let's take turns using a loud and proud voice with a partner. Sit shoulder to shoulder with your partner. Today carrots are going to read the first page of the book to the peas in a loud and proud voice. And then the peas are going to read the next page to the carrots in a loud and proud voice. I story-tell a page, you story-tell a page. Remember, make sure not to story-tell in a voice that is too loud, too soft, too fast, or too slow. Just like Goldilocks, you want your loud and proud voice to be "just right."</i> Display a page of a familiar ESB. <i>Carrots, read this page to the peas in a loud and proud voice. Peas, remember to be good audience members for your partner.</i> <i>I love the way ____ is sitting in such a nice Magic 5. They are being such a good audience member.</i> <i>I love the way ____ is using such a loud and proud voice. They are speaking very clearly, but not too quickly or too loudly. Their voice is just right.</i> <i>Now it's time for the peas to read one page of the book in a loud and proud voice. Carrots, remember</i>



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	<i>to be good audience members for your partners.</i> Display a new page.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must remember that storytellers in Readers Theatre use loud and proud voices. It's very important that the audience hears the story and is able to understand the words that the story-teller is saying.</i>



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Prior to the Lesson:

- * Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories
- * You might want to show scholars a quick clip of the video on edutube of Cristian Cruz narrating *The Carrot Seed*

PT 3/ TP 3	The narrator remembers all of the author's words and reads in an especially loud and proud voice.
Connection Capture students' attention	<i>Storytellers, yesterday we practiced using our loud and proud voices. Today we are going to learn about the narrator and how the narrator has an extra special job during Readers Theatre.</i> <i>Today, I am going to teach you that the narrator remembers all of the author's words and reads in an especially loud and proud voice. It's very important for the narrator to remember the story and tell it in a very clear voice, so that the actors and the audience know what is happening.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how the narrator remembers all of the author's words and reads in an especially loud and proud voice.</i> <i>Storytellers, if I am the narrator, it's my job to read the story to the audience and the actors. Everyone is depending on me to keep the story moving. It's my job to let everyone know what is happening in the story, so I have to be extra, extra loud and proud when I read.</i> <i>If I skip an important part of the story, everything gets mixed up and the actors don't know what to do and the audience is confused. It is so important that I try to remember all of the author's words and retell every single part of the story so that the audience and actors know what is happening.</i> Read the first page in a quiet, mumbled, Whisper Voice. Read much too quickly. Make up the words and say something completely outlandish. <i>Once upon a time there was a man with a moustache that loved to eat ice cream. He hid his ice</i>



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	<i>cream in his hats. He loved to skip and sing and sell ice cream from his hats. He used the hats as bowls and carried tiny spoons in his pockets.</i> <i>Storytellers, do you see how confused the actors and the audience would be if I didn't remember all of the author's words and didn't read in a loud and proud voice? That isn't how the story is supposed to go at all! Let me try again.</i> Study the page. Nod in understanding, as though you are remembering what the words say. <i>This time I am going to try to remember all of the author's words and read in an especially loud and proud voice so that everyone understands the story.</i> Read the first page again, this time reading in an extra clear voice, narrating the first page for the audience. <i>Storytellers, did you see how I remembered all of the author's words and read in an especially loud and proud voice?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to be the narrator and I want you to remember all of the author's words and read in an especially loud and proud voice.</i> <i>Let's take turns being the narrator and reading one page from a story, remembering all of the author's words and reading in a loud and proud voice. Sit shoulder to shoulder with your partner.</i> <i>Peas take out the book you brought to the rug.</i> <i>Today peas are going to be the narrator first. The peas are going to remember all of the author's words and read one page in an especially loud and proud voice. Carrots, remember to be a good audience member and sit in Magic 5.</i>



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	Walk around and praise/redirect students. Share out praise in a way that restates the teaching point. Example: <i>I love the way ____ is sitting in such a nice Magic 5. They are being such a good audience member.</i> <i>I love the way ____ is remembering all of the author's words and using such a loud and proud voice.</i> <i>Now it's time for the carrots to be the narrators. Carrots, you are going to remember all of the author's words and read the next page in an especially loud and proud voice. Peas, be good audience members.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must keep in mind that the narrator remembers all of the author's words and reads in an especially loud and proud voice. It's very important that the narrator remembers the story and tells it in a very clear voice, so that the actors and the audience know what is happening.</i>



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Prior to the Lesson:

* Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 4	Storytellers on stage know when to speak and what to say.
Connection Capture students' attention	<i>Storytellers, yesterday we practiced being narrators. We practiced remembering all of the author's words and using our especially loud and proud voices. Today we are going to learn another important part of how to become excellent actors and storytellers in Readers Theatre.</i> <i>Today, I am going to teach you that storytellers on stage know when to speak and what to say. It's very important that storytellers take turns talking, and let all of the characters in the story speak. This helps bring all of the characters in our stories to life.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how storytellers on stage know when to speak and what to say.</i> <i>Storytellers, it's very important that we take turns and let all of the characters on stage speak when it's their turn.</i> <i>The narrator's job is to tell the story and say all of the author's words. The other storytellers' jobs are to tell the words that the characters actually say out loud, the dialogue, the words that are meant to come out of the characters' mouths.</i> Turn to the second page of Caps for Sale. <i>If I am the narrator, it's not my job to say "Caps! Caps for sale! Fifty cents a cap!" Those are the peddler's words. The storyteller on stage that is the peddler is the one who says the words that the peddler speaks in the story. It is their job to say, "Caps! Caps for sale! Fifty cents a cap!"</i>



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	<i>I am going to ask one volunteer to come up and be the narrator, and I am going to be the storyteller on stage playing the part of the peddler. So the narrator is going to say the stories' words, and I am going to say all of the peddler's words.</i> Turn to the next page of Caps for Sale. Pick one scholar who remembers the words to this story especially well to come up and be the narrator. (You may want to use an AT to be the narrator instead.) As the narrator reads, act out the story. Pretend to be walking for a long time. Look up and see a tree. Stretch/yawn and pretend to be tired. When the narrator comes to the dialogue, say out loud, "That's a nice place for a rest!" Continue to act out the rest of the page, sitting down very slowly, leaning back against the tree trunk carefully, feeling/checking the hats to make sure they're straight, etc... <i>Storytellers, I hope you were watching how the narrator and I took turns talking. I only said out loud the words that the character in the story says. I only said out loud the peddler's words. The narrator told the rest of the story.</i> <i>Storytellers, did you see how I knew when to speak and what to say?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to try knowing when to speak and what to say.</i> <i>This time one of you is going to be the narrator, and the other partner is going to be the actor. (I story-tell, you act. You story-tell, I act.)</i> <i>The peas are going to be the narrator, and the carrots are going to be the actors. The peas are going to be the narrators and say the author's words, and the carrots are going to read the character's words and say the dialogue.</i>



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	Display a page from a familiar ESB that includes dialogue. <i>Peas, read this page and be the narrator. Carrots, when the narrator gets to the part where you talk, read the character's words and say the dialogue.</i> <i>I love the way ____ is being such an excellent narrator. They stopped when they got to the dialogue and let their partner say the words that the character speaks in the story. They are taking turns so nicely.</i> <i>I love the way ____ is remembering exactly what the character says. They are using Corduroy's exact words.</i> <i>Now it's time for the carrots to be the narrators, and the peas to be the actors. The carrots are going to say the author's words, and the peas are going to speak the character's words.</i> Display another page from the same book.
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>Storytellers, we must remember that the storytellers on stage know when to speak and what to say. It's very important that storytellers take turns talking, and let all of the characters in the story speak. This helps bring all of the characters our stories to life.</i>



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Prior to the Lesson:

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PT 3/ TP 5	Storytellers on stage recreate the setting by using our imaginations.
Connection Capture students' attention	<i>Storytellers, yesterday we practiced knowing when to speak, and what to say when it was our turn to talk. I loved seeing the actors on stage bring our stories to life. Today we are going to talk more about the setting. Remember, the setting is where the story takes place.</i> <i>Today, I am going to teach you that storytellers on stage recreate the setting by using our imaginations. It's very important that the storytellers recreate the setting for the audience, so that the audience members are not confused about where the story is happening. The audience members need to know where the story takes place.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how to recreate the setting by using our imaginations.</i> <i>Storytellers, one of the most important parts of a story is its setting, which is where the story takes place. In The Three Billy Goats Gruff, the story takes place in a valley, a river, and a meadow. In Caps for Sale, the story takes place in a village and under a tree. We must recreate the setting on stage for our audience, so that they are able to understand where the story takes place.</i> <i>We recreate the setting by using our imaginations. We have to make sure that everyone sees the tree that the peddler falls asleep against. We have to make sure that the audience sees the rushing river that the troll falls into. We have to make sure that the audience sees the broken chair of the little wee bear. These are all very important parts of the setting that we have to bring to life for our audience. We want them to see the setting in their minds. We do this by using our imaginations.</i> Turn to the page in Caps for Sale where the peddler looks to the right and left of him.



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	<i>If I am an actor on stage, I am going to recreate the setting by using my imagination. Let me close my eyes and see the tree that the peddler falls asleep against. Ahh, yes, there it is! Right there.</i> Point to an imaginary tree. <i>It is a tall tree in the corner. I can imagine its leaves and branches, the cool relaxing shade it created for me to fall asleep and take a nap. I hope that you can all see the tree that the peddler falls asleep against; I hope that you can all see the setting on stage.</i> Walk over to an imaginary tree and pretend to take a nap. <i>Storytellers, did you see how I recreated the setting by using my imagination?</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to recreate the setting by using your imagination.</i> <i>We are going to take turns imagining the setting.. You are going to describe your book" setting to your partner, by using your imagination. I want you to see where the different parts of the setting would be on stage, and tell them to your partner.</i> <i>Carrots, you go first. Take out the books you have been sitting on. Recreate the setting by using your imagination. Peas, remember to be good listeners. Try to see the setting that your partner is recreating.</i> <i>I love the way ____ is recreating the setting by using their imagination and describing where the bridge would be on stage. He/she really brought the bridge to life by telling about how big and dark and scary the creaky bridge is.</i>



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	<i>Now it's time for the peas to recreate the setting by using your imagination. Peas take out the books you have been sitting on. Carrots, put your books back under you. Carrots, remember to be good listeners. Try to see the setting that your partner is recreating.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>From now on, we must always remember that the storytellers on stage (the actors and the narrator) must recreate the setting by using our imaginations. It's very important that the storytellers recreate the setting for the audience, so that the audience members are not confused about where the story is happening. They need to know where the story takes place.</i>



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Prior to the Lesson:

* Ensure that all scholars have internalized the Emergent Storybooks and that they know/understand all of the stories

PT 3/ TP 6	Storytellers take turns acting out the story, and are excited for our friends even when it's not our turn.
Connection Capture students' attention	<i>Storytellers, yesterday we used our imaginations to recreate the setting on stage for our audience. I loved the way we brought the story to life by imagining where it takes place. But, storytellers, I've been noticing that some of us are having trouble taking turns. We can't all be the actors on stage each and every time. Today we're going to learn how to take turns nicely.</i> <i>Today, I am going to teach you that storytellers take turns acting out the story and are excited for our friends even when it's not our turn. It's very important that we all get a chance to act out the story, so that means we won't always get a turn every single time. Sometimes we'll have to be a part of the audience.</i>
Teach Teach ONE thing by demonstrating.	<i>Watch me as I show you how storytellers take turns acting out the story, and are excited for our friends even when it's not our turn.</i> <i>Storytellers, let's brainstorm a list of all the characters in Caps for Sale.</i> <i>Hmm, there's the peddler, there are about six monkeys, and we would also need a narrator. There are ____ scholars in our class. Hmm, if there are only (count the parts aloud for the scholars) 8 parts on stage, that means there are ____ scholars that will have to be a part of the audience. There aren't enough parts for everyone to be on stage all at once.</i> <i>But you know what? If you are an extraordinary audience member, sitting in Magic 5 and showing silent excitement, then maybe next time you'll get to be one of the scholars on stage.</i>



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	Ask the AT to come up and pretend to pick parts. Have her intentionally not pick you for a part. Model being angry/disappointed. <i>Ugh, that's not fair. I never get a part. Waaaa! I don't like this school. I didn't even want a stupid part anyway. Ugh.</i> <i>Scholars, uh-oh, I don't think that was very friendly and kind. I bet that next time my teacher is picking scholars to act out the parts on stage, she won't pick me since I couldn't be happy and excited for my friends. Let's try that again.</i> Ask the AT to repeat the same thing, have her pick parts and intentionally not give you one. This time smile and model showing silent excitement. <i>Scholars, did you see how this time I had a big smile on my face? Did you see how friendly I was? I showed silent excitement and was so happy for my friends that got chosen. I bet that tomorrow, or maybe the next day, since I took turns so nicely and didn't get sad when it wasn't my turn, I bet that my teacher will pick me for a part on stage very soon.</i> <i>Storytellers, did you see how I took turns acting out the story, and was excited for my friends even when it wasn't my turn.</i>
The Try Students must participate and practice to learn.	<i>Now it's your turn to try. I want you to take turns acting out the story, and show you are excited for your friends even when it isn't your turn.</i> <i>Sit knee to knee with your partner. We are going to show our partner our happy, excited faces. I want you to show your partner what you are going to look like when it isn't your turn, show them what you will look like when you don't get chosen to be an actor on stage.</i>



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	Help scholars sit knee to knee with their peas and carrots partner. <i>Peas, you go first. Show your partner your happy, excited face. Show your partner you know how to take turns. Show your partner how excited you are going to be when they are chosen to act out a part on stage, instead of you.</i> <i>I love the way ___ is smiling so big! ___ is showing silent excitement and seems really happy for their partner, even though they probably really wanted a turn for themselves.</i> <i>Now it's time for the carrots to show the peas their excited, happy faces. Carrots, show your partner you know how to take turns. Show your partner how excited you are going to be when they are chosen to act out a part on stage.</i>
Link Restate teaching point and connect it to ongoing student work in one or two sentences	<i>From now on, we must always remember that storytellers take turns acting out the story and are excited for our friends even when it's not our turn. It's very important that we all get a chance to act out the story, so that means we won't always get a turn every single time. Sometimes we'll have to be a part of the audience.</i>



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