DELAWARE DEPARTMENT OF EDUCATION

APPLICATION TO MODIFY AN APPROVED CHARTER

2020-21

GATEWAY LAB CHARTER SCHOOL

December 18, 2020

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I. INTRODUCTION

Opportunities for schools to grow and change do not always conveniently occur at the time of a charter school's renewal. As a result, we have developed this Modification Application to allow charter schools an opportunity to propose areas they would like to amend in their approved charters.

Modifications include any change to a school's original charter, such as increasing/decreasing student enrollment capacity, adding/subtracting additional grades, changing the school's mission, and moving to a new facility. Table 1 below outlines the most common types of modification requests and identifies them as either minor or major modifications.

The Delaware Department of Education's Charter School Office has developed specific application questions based on your school's desired change. These questions are designed to provide schools with an opportunity to demonstrate how this proposed modification will enhance their program's success and viability.

As required by law, charter schools shall be modified by the same procedure and based on the same criteria as they are approved. Decisions for minor modifications to a charter may be decided by the Secretary of Education within 30 working days from the date the application was filed, unless the timeline is waived by mutual agreement of the Secretary and the applicant, or in any case where the Secretary, in the sole discretion of the Secretary, deems that it would be beneficial to either refer the matter to the Accountability Committee or to seek advice from the State Board prior to deciding the matter. Most major modifications to a charter must be considered through the application process with recommendation for approval or denial made initially by the Charter School Accountability Committee, which is then considered by the Secretary of Education and a final decision is presented to the State Board of Education for assent.

In accordance with 14 DE Admin. Code 275.9.5, an application for a major or minor charter modification may not be filed while a school's charter is on formal review, except where the Secretary determines that the requested modification is unrelated to the reason the school's charter has been placed on formal review or where the modification addresses the reason the school was placed on formal review provided the modification is filed before the preliminary report is approved by the Accountability Committee.

Table 1

Type of modification	Minor Modification	Major Modification	Application Deadline	Charter School Accountability Committee Required
Enrollment change(increase or decrease) between 5 and 15%	X		Applications only accepted between November 1st and December 31st	
Enrollment change(increase or decrease) of greater than 15%		X	Applications only accepted between November 1st and December 31st	X
Grade configuration (adding grade levels or reducing grade levels)		X	Recommended: March 1st	X
Educational Program (i.e. curriculum)		X	Recommended: March 1st	X
Mission (includes At-Risk designation)		X	Recommended: March 1st	X
Replace, remove, or add EMO/CMO, or transfer of authorizer		X	Recommended: March 1st	X
Change agreement with EMO/CMO	X		None	
Enrollment preferences		X	Recommended: March 1st	X
Location change		X	Recommended: March 1st	X
Goals for student performance		X	Recommended: March 1st	X
Performance Agreement		X	None	
Start date (one-time) delay	X		None	
Name of charter school	X		None	
Existing or planned school facilities or structures (including any plan to use temporary or modular structures)	X		None	
Change in terms to current site facility arrangement (i.e. lease to purchase)	X		None	
Educator Evaluation Process	X		None	
A change to the current authorized number of hours, either daily or annually, devoted to actual school sessions.	X		None	

II. MODIFICATION PROCESS

Application Submission: A completed application must be emailed to the Department of Education's Charter School Office via email at infocso@doe.k12.de.us between November 1 and December 31 if requesting an *increase or reduction of enrollment of between 5 and 15%* **OR** *more than 15% of the currently approved total enrollment*. Please note that all other modification requests do not have statutory deadlines, but the Charter School Office has provided *recommended* deadlines in order to facilitate a more efficient application process. Incomplete applications, or applications received after the deadline, will not be considered.

Applicants submitting a minor modification shall answer the "Core Questions" only and provide evidence of fiscal viability as it applies to the modification request.

Applicants submitting a major modification shall answer the "Core Questions" *and any additional related questions*, including evidence of fiscal viability, as applicable to the modification request. These additional questions are identified in Table 2.

Application Review: All applications must be complete to be evaluated. The application for modification will be reviewed and evaluated by the approving authority as outlined in 14 Del. C. ch. 5 and applicable provisions of 14 DE Admin. Code § 275.

III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the modification application are specified below.

Document Length: The application may not exceed 20 pages, not including the cover page, table of contents, or appendices.

Format: All pages must be typed with 1-inch page margins and 12-point font, single-spaced (Helvetica or Arial font and left justification), and include consecutive page numbers in the footer. Charts may use single spacing and a type size of 10-point font.

Cover Page: Provide a cover page that includes the school's name, the date of submission and the type of modification requested (minor or major).

Table of Contents: Provide a clearly labeled table of contents naming all major sections and appendices with corresponding page numbers.

Appendices: All supplementary documents should be identified appropriately and labeled as appendices at the end of the application.

IV. CHARTER SCHOOL MODIFICATION APPLICATION QUESTIONS

There are core questions that must be answered by the applicant, regardless of whether the modification is considered a minor or major modification. Additional questions are determined by the specific nature of the request, for example expansion or reduction by more than 15%, change of name, change of location, etc. Please provide clear, complete, and accurate information in response to each question.

Please indicate the type(s) of modification(s) you are requesting by checking all applicable boxes below:

Table 2

Minor Modification (Section A Only)		**Major Modification (Section A *AND* additional questions identified below)**	
	Enrollment change (increase or decrease) between 5 and 15%		Performance Agreement **Section A only**
	Change agreement with EMO/CMO	X	Enrollment change (increase or decrease) of greater than 15% **Section B**
	Start date (one-time) delay	X	Grade configuration (adding grade levels or reducing grade levels) **Section C**
X	Name of charter school		Educational Program (i.e. curriculum) **Section D**
	Existing or planned school facilities or structures (including any plan to use temporary or modular structures)		Mission (includes At-Risk designation) **Section E**
	Change in terms to current site facility arrangement (i.e. lease to purchase)		Replace, remove, or add EMO/CMO, or transfer of authorizer **Section F**
	Educator Evaluation Process		Enrollment preferences **Section G**
	A change to the current authorized number of hours, either daily or annually, devoted to actual school sessions.	X	Location change **Section H**
	Other		Goals for student performance **Section I**

Section A Core Questions:

1. What modification does the school's Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school's charter.

   The Gateway Lab School Board of Directors is requesting to make the following changes to the terms of the school's charter:
   - Grade Configuration (pg. 8 of the school's 2019 Charter Renewal)
   - Enrollment Change (pg. 85)
   - Location Change (pg. 87)
   - Name Change (pg. 3)

2. What is the effective date of the proposed modification?

   The effective date of the proposed modification is between November 1, 2021 and July 1, 2022.

3. The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school's academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.

   Academic Performance

	2017-2018			2018-2019		
Indicator	**Points**	**Point Earned**	**Percent Point**	**Points**	**Point Earned**	**Percent Point**
Academic Achievement	150.00	10.00	7% Well Below Expectations	150.00	11.00	7% Well Below Expectations
Academic Progress	200.00	79.00	40% Well Below Expectations	200.00	117.00	59% Approaching Expectations
School Quality/Student Success	50.00	46.00	92% Exceeds Expectations	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	135.00	34% Well Below Expectations	400.00	166.00	42% Well Below Expectations

The school received a Meets Requirements in one out of four ratings in our Academic Framework as of SY2018-2019 (SY 2019-2020 data has not been made available to date). The school scored a 76% and Meets Requirements in School Quality/Student Success and a rating of Approaching Standards at 59% for Academic Progress. Academic Achievement and our overall rating was Well Below Expectations.

Since the implementation of the school's alternative measures, we can track the progress that our students are making annually through the use of MAP testing. We feel strongly that our students' growth and school quality/student success measures are a significant indicator of the future academic and social emotional growth of our student population as they approach high school. This has been evidenced by the feedback received by parents of alumni students as they enter high school and college.

Gateway Lab School students' Academic Achievement ratings were basically flat from 2017/18 to 2018/19. Most students come to GLS several years behind their grade-level peers with large gaps in their learning. Additionally, many come feeling defeated and believe that they are unable to learn based on past experiences. The majority of students come to GLS in middle school making it very challenging to fill in all of the gaps in the time that we have with them. There are several contributing factors we believe have led to the lack of upward movement in the Academic Achievement rating. These factors include the use of the Engage NY Curriculum which we determined was too abstract for our student population; Administration and teacher turnover, Mission Creep/Lack of focus on core elements of GLS methods and our high percentage of students with disabilities. These identifying factors and the steps that the school is taking to address them are described throughout our Renewal application: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/Gateway%202019%20Renewal%20Final_9.30.2019.pdf

Gateway Lab School strives to Meet Requirements for Academic Achievement each year. There are several steps that the school has implemented to move toward that goal. The Board approved a new Strategic Plan on September 17, 2019 that outlines our goals and expected outcomes for Academic Achievement. The Academic Goal (#1) is **To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021.** The Strategic Plan requires the Board to receive bi-monthly and quarterly progress updates from the Principal and Head of School in each of the areas of focus. *See the school's Strategic Plan here*: https://4.files.edl.io/95ab/10/14/19/165712-66f24ee9-fd92-470f-b3a0-8068ec0c1ae8.pdf.

Operational Performance

	Education Program				Governance & Reporting			Students &Staff			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	AS	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	F	M	M	M	M	AS	Approaching Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

Gateway Lab School achieved an overall rating of Meets Standards on our Organizational Framework for three out of the last four years. The Administration and Board have continued to place a priority on ensuring that GLS is meeting its organizational goals with fidelity and transparency. All Board members have received required financial and governance training. We have received positive reviews from internal audits performed by DOE and an independent auditor. Our audit for FY2020 can be viewed here: https://4.files.edl.io/b902/12/13/20/134735-6a5a5993-6fe9-4740-a94c-4451816ee5bd.pdf

Financial Performance

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	D	M	F	N/R	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	N/R	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	N/R	M	Meets Standard

Gateway Lab School achieved an overall rating of Meets Standard for its Financial Performance Framework for SY 2018-2019. The school has maintained a Meets Standard rating over the current charter term due to vigilant oversight by the Administration and Board. The costs to keep our class sizes small and to ensure that our students have the appropriate support as mandated by their Needs Based classification is heavy, however necessary to provide our students with the resources they need for success and to meet federal and state requirements. The school has been able to meet the needs of our students while accumulating a healthy contingency of more than $1 million dollars.

See Appendix A for a snapshot of our preliminary budget for SY2020-2021.

4. Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. *(Attachments may be provided)*

The Board and Administration of GLS has several objectives it is confident that it can achieve with approval of the areas we are seeking to modify:

1. Grade Configuration/Enrollment Change – The Board of Directors is seeking to expand the grade configuration of Gateway to add grades K-2 over the next three years, beginning with the addition of Kindergarten in SY 2022-2023, 1st grade in SY 2023-2024 and 2nd grade in SY 2024-2025. The school currently serves students in grades 3-8. Over the last few years, GLS has struggled to maintain enrollment numbers in our elementary school while frequently having a waitlist in middle school. The decision to begin admitting students in 3rd grade was made in the interest of sustainability. The original charter called for the addition of 1st and 2nd grade beginning the 3rd year of our charter. The Board filed a modification in 2013 to postpone the addition of those lower grades to focus on strengthening academics and teacher training. We are seeing solid results in our students as a result of the supports in place to help students advance and meet their individual academic goals at every grade level. We know that the earlier we get students, the better their academic growth will be over time. Adding grades K-2, will create a natural progression for students at the elementary level and increase the opportunity for student success over time. The expansion of our elementary grades will also allow us to fill our student capacity. The addition of grades will increase our approved enrollment from 216 to 264 by the end of 2025.

2. Location Change

   The Board of Directors has determined that the school will find a facility to accommodate the goals set forth in the Strategic Plan. It is advantageous for GLS to own its own facility as opposed to renting. Acquiring a building will help us to reach the following goals:

   - Achieve a comparable salary schedule to a local district within 5% by 2023.
   - Achieve the targeted annual teacher retention rates.
   - Become a “best place” school by building or renovating a facility that can accommodate and enhance our educational model.

   A thoughtful and thorough search for a site is currently underway.

3. Name Change

   The Board is seeking to use the school’s formal business name – Gateway Charter School. The name currently used by the school - Gateway Lab School is a D/B/A that was adopted to mirror the lab school model utilized in the early years of the school. We believe that using our legal name will eliminate confusion that the public has about who we serve.

5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school’s charter term.

   The proposed modification will impact the operation of Gateway in the following ways:

   Student Achievement – GLS seeks to return to its original model to add early elementary grades. Many of our students come to us several grade levels behind. While we have been remarkably successful in helping students to close the gaps in their learning, we know that

the earlier we are able to work with them, the easier it will be to get many to grade level proficiency.

Appendix B – Learning Disabilities and Young Children: Identification and Intervention by the National Joint Committee on Learning Disabilities (LD Online 2020)

Staffing - The Board's is seeking to purchase and build or modify a new school building as our "forever home". The school has leased its current facility, located at 2501 Centerville Rd, Wilmington, DE since 2011. The building has served us well, however the cost of rent has made it prohibitive to raise our teacher salary schedule. Gateway teachers and administration currently make approximately 20% less than area districts. The salary discrepancy makes it difficult to attract and retain teachers. An analysis of the current real estate market indicates that with the available low interest rates and the ability to amortize a mortgage up to 30 years, we can cut our facility costs significantly. This will allow the school to make our salary schedule more competitive.

Facilities - As mentioned previously, the school's every increasing rent has limited our ability to pay our staff on par with their peers at other charter and district schools. Finding an appropriate facility will help us reach our goal to pay a more competitive wage. We are looking for a building that will accommodate the addition of grades K-2 and will allow us to customize the facility in a way that will reflect our mission to maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment. We feel that it is important for our school to be a visual representation of our mission and philosophy that will inspire our students and their families, staff and the community at-large when they come through our doors. From a functional perspective, our community would be better served by having adequate classroom and office and common spaces.

Financial Viability - Despite the fluctuation in student enrollment over the years, Gateway has remained solvent due to strict and consistent budgeting practices. That being said, all of the modification requests that the school is making will have a positive impact on our financial viability. A facility that provides a lower fixed monthly cost will allow the school to improve teacher retention. The addition of K-2 will allow us to close gaps in our students learning earlier and create a more logical point of entry and pipeline for new students, which will serve to remedy the low enrollment numbers in the elementary grades. The Board and administration also feels strongly that using our business name – Gateway Charter School will eliminate confusion about the school and make it more marketable.

6. Indicate the projected impact, if any, of the proposed modification on the school's present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.

We feel strongly that the impact of the proposed modifications will have a positive impact on the school's financial position going forward, including, increasing enrollment, lowering fixed costs, and retaining quality teachers and staff.

Please see Appendix C & Appendix D for the school's proposed budget scenarios at 100% and 80% enrollment for FY 2022-2026.

Section B Questions:

1. Describe the nature and extent of the proposed changes to the school's current grade configuration, if applicable. Indicate whether you seek to add, or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. *(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)*

   The Gateway Board is proposing a modification to add grades K, 1 and 2 over three years as indicated in the Projected Enrollment table below. GLS seeks to return to its original model to add early elementary grades. Many of our students come to us several grade levels behind. While we have been successful in helping students to close the gaps in their learning, we know that the earlier we are able to work with them, the easier it will be to get many to grade level proficiency.

2. If your proposed modification involves an expansion of greater than 15% of your currently approved enrollment and the change will be effective within 18 months of the date of this application, identify the impacts of this expansion on the surrounding school districts and community for consideration.

   Not applicable

   ****Please note:** In addition to meeting the approval criteria established in 14 Del. C. § 512, an authorizer considering a charter school's application for **expansion by more than 15% occurring less than 18 months from the date of the modification application** shall also consider impact of the proposed new school or expansion. **"Impact"** is the positive and negative effect that a new charter school or charter school expansion, if it should be approved, is projected to have upon the surrounding area and the education system of the state. Impact shall include educational, financial, and community information. In accordance with 14 Del. C. § 511(b)(4),

   > *"Information regarding impact, as defined by regulations established by the Department with the approval of the State Board no later than October 31, 2014, shall be considered in conjunction with the factors in § 512 of this title but shall not alone provide the basis for disapproval of an application for a new charter application or an expansion. The information regarding impact may, however, be among the bases for disapproval of an application or expansion if at least 1 criteria in § 512 of this title is also deemed not satisfied by the authorizer. The information regarding impact may, by itself or in combination with other factors, form the basis for conditions being placed on the approval. Those conditions may include but shall not be limited to restrictions or prohibitions on geographic location, programmatic offerings, academic focus or emphasis, and grade levels served. In no event*

shall the placement of conditions on approval, based solely or in part on considerations of impact, be considered disapproval of an application."

For each application, members of the public will have the opportunity to submit public comments that describe the positive and negative impact that the proposed charter school will have on the surrounding area and the education system of the state. Based on the information submitted in these public comments, the Department of Education and the State Board of Education may propose conditions relating to impact. A charter applicant will have opportunities to respond to any proposed conditions at the CSAC Final Meeting, a public hearing, and in writing prior to the decision on whether the charter is approved.

3. Describe the projected impact of the enrollment modification on the school's program, mission, culture, and offerings (both academic and non-academic).

   The Gateway Board and Administration believe that a modification to our current grade configuration, by adding the lower elementary grades, will have a positive projected impact in all areas for students and school operations. The anticipated impacts include earlier academic and social skill interventions for the special ed, EL and LI populations that make up more than 60% of our student population. We have witnessed dramatic changes to the academic and social/emotional trajectory of many of our students. Even those students that come to Gateway in middle school feeling defeated and unable to learn, make significant gains in their academic goals, become confident learners and members of the school community at GLS and beyond. We are excited about the possibility of reaching more students at an age where their brains are more pliable, and a sense of failure is not entrenched in their thinking. Adding the additional grades, we believe, will also have a positive impact on enrollment, by helping us achieve full capacity and create a more natural progression for new students.

4. Please compete the "Projected Enrollment Table" below:

Projected Enrollment

a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

***Note:** This will become the school's authorized enrollment if the modification application is approved.*

Projected Enrollment						
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
K				16	16	16
Grade 1					16	16
Grade 2						16
Grade 3		17	17	17	17	17
Grade 4		30	30	30	30	30
Grade 5		34	34	34	34	34
Grade 6		45	45	45	45	45
Grade 7		45	45	45	45	45
Grade 8		45	45	45	45	45
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total		216	216	232	248	264

Section C Questions:

1. Describe the nature and extent of the proposed changes to the school's current grade configuration. Indicate whether you seek to add, or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. *(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)*

   Gateway Lab School is seeking to increase its grade configuration to add grades K, 1 and 2. This change will be an 18% increase over our current approved enrollment. The school currently accepts students in grades 3-8.

2. Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts (ELA) and Mathematics, and Next Generation Science Standards) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the Social Studies and/or Science Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies and/or Science.

   Please see Appendix E

3. Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in ELA and Mathematics). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

   Please see Appendix F

Section H Questions:

1. Please describe any challenges that the current school facility presents. If the modification is approved, will it generate any new challenges and describe how you will address them.

   The school currently leases its school facility from St. Catherine of Sienna Church in a space that was formally occupied by the St. Catherine of Sienna School. The building has been modified twice to increase classroom and office space. While it is functional, it is not

ideal. We could accommodate the addition of K-2 in our current building, but quarters would be cramped and there would be no opportunity to renovate the existing space for the additional enrichment activity, learning support and office space we desperately need.

The main challenge we face, is finding a suitable and affordable location in New Castle County. The school is well positioned with a contingency to use toward a down payment for a building while the current interest rates are favorable. We are currently working with a real estate broker and owner's representative to help us locate available property in a central New Castle County location.

2. Please describe the proposed location of the school. Include information about siting, space available, costs to the school (and how they differ from the current facilities arrangement), safety, any co-located programs sharing the same facility, the quality of the instructional and non-instructional space and any other significant factors impacting the attractiveness and viability of the proposed facility.

   We are currently looking for a new school location with the objective to find one by July 1, 2021. Our current lease with St. Catherine is for two years with the option to extend the lease for an additional year through June 30, 2023.

   GLS has been in dialogue with Positive Outcomes Charter School to discuss a possible collaboration. Both sides are open to the idea, and both see merit in this course of action.

3. Describe the projected impact of the location modification on the school's program, mission, culture and offerings (both academic and non-academic).

   A modification to move from our current location and to purchase an existing building or build a new facility will have a positive projected impact in all areas for students and school operations. The anticipated impacts include room to accommodate the addition of grades K,1 and 2, additional space to create a dynamic learning environment that reflects our school's mission and model, space for student enrichment activities and technology instruction and adequate office and meeting space for our staff. We also anticipate that there will be a favorable financial impact for the school as a result of our relocation and purchase of a building that will allow us to control expenses and provide a more equitable salary for our teachers and staff.

4. Articulate a facility usage plan for the school going forward. Will the proposed location solve space needs for a limited amount of time or permanently? Will further modifications be required?

   Gateway currently occupies 34,000 square feet. We are looking to increase our facilities to a minimum of 50,000 square feet. Our model calls for small class sizes and that will not change. We do need additional space to create a dynamic learning environment for our students, which includes space for arts programs, learning support, special education services, outdoor classrooms, and a performing arts center. We also need additional office and meeting space for our specialists and administration to meet with students and parents. We do not anticipate the need for further modifications in the near future.

APPENDIX A

WEB REPORT

PLANNING DOCUMENT

MONTH ENDING NOVEMBER 30, 2020

Gateway Lab Budget Highlights:

REPORT PREPARATION:

All reports are prepared based upon a cash basis of accounting to ensure solvency of the Gateway Lab School during the year. (Solvency factors measured by the DOE include the summer pay set aside, accounts payables budgeted and continued from the prior year and the school's level of deficit spend.)

Financial statements are prepared at year-end per requirements of the State and actions of the contracted auditors. (This document is included in the State's fiscal year-end Financial Statement, a tool for measuring factors within the Financial Frameworks as completed by the DOE and the pursuit of Facility funding.)

Federal funds are considered received when authorized by the State. The State of Delaware allows this action by a reimbursement method of state funds, not school funds.

On-Going Concerns:

- Enrollment and the accompanying units
    - As of 111320—158 students for 18.51 units, an enrollment ratio of 73.1%. (IMPACT TO THE FINANCIAL FRAMEWORK)
        - Units are affected by the entry point of the grade configuration and enrollment count.
        - In addition, parents have voiced that they are reluctant to change school sites during the current COVID environment.
- School District Local Per Pupil Amounts
    - Updates to the Local School district per pupil amounts as published December 1, 2020.
        - Appoquinimink and Red Clay School Districts have lower per pupil amounts down from FY2020 due to less spending for last fiscal year.
        - Impact to local revenues for GLS equates to an 14% total reduction for an amount of $56,007.25 from FY2020. The average per pupil reduction of 4.2% reflects a reduction of $354.48.

- School district reduced spending coupled with student category configuration change and a reduced enrollment triggered the change from FY2020.

For the Month Ending November 30, 2020

41.7% of the year is complete:

- Revenues:
  - The Web Report reflects receipts of 59.6% per the All-Funds Total.
    - Local Funds reflect a collection of $12,810.68 in Interest.
    - Federal Funds:
      - Cares Act—$64,282
      - COVID-19—$35,000
      - GEER—$23,775
- Expenditures:
  - The Expenditure Detail Report reflects 39.6% of the budget for all funding sources has been expended excluding the Math Coach on Loan, while the ratio for State and Local funding reflects 42.2%.
  - 11 of 26 payrolls have been expended for a ratio of 42.3%
    - State and Local Payrolls—based upon the time period completed 49.5% salary and OEC.
      - Retention bonus salary and OEC was paid the 2nd paycheck in October, totaling $55,549.
      - Federal salary and OEC recodes still to be processed.
  - The Web Report reflects 40.2% of the budget for all funding sources excluding the Math Coach on Loan has been obligated and expended, while the ratio for State and Local funding reflects 42.2%.
  - Budget for FY2021 is currently funded by One-Time Funds of Accounts Payables, an amount of $61,014 supported by state/local and budgeted in FY2020; Staff Bonus amount totaling $55,549 supported by the strategic plan; Safety and Security amount of $2,464 and MCI amount of $27,692 supported by state with a 3-year expiration.

- Contingencies:

    - 2% Contingency 78,888.00

    - Notes to Budget: (Solvency Factor set asides excluded from the budget)

        - Summer Pay 368,073.00
        - Strategic Plan 1,085,309.00
            - Total 1,458,737.00

APPR 98071—Contingency—current balance is $1,296,673 (where the summer pay, and strategic resources are safeguarded). This fund will be reconciled to reflect appropriate totals when final budget is approved.

GATEWAY LAB SCHOOL						
For the Month Ending November 30, 2020			**REVENUE BUDGET**			
			Anticipated			
STATE FUNDS	**FY2021 Planning Budget**	**Receipt To Date**	**Remaining**	**% Received**		
1 Operations (05213)	2,271,718.61	1,446,995.00	824,723.61	63.7%		
2 Charter School Transportation (05177)	149,203.50	121,050.00	28,153.50	81.1%		
2 Educational Sustainment Funds (05289)	58,512.00	52,578.00	5,934.00	89.9%		
3 Technology Block Grant (05235)	7,831.00	7,036.00	795.00	89.8%		
4 SSBG--K-3 (05309)	1,780.00	1,780.00	0.00	100.0%		
5 Child Safety Awareness (05317)	190.00	190.00	0.00	100.0%		
6 MCI/State (50022)	25,324.00	25,324.00	0.00	100.0%		
7 Opportunity Grant (05297/08914)	26,828.00	26,828.00	0.00	100.0%		
8 School 03 Transfer I (05299)	2,600.00	2,600.00	0.00	100.0%		
8 State Continuing	98,938.50	98,938.50	0.00	100.0%		
Total State Funds	**2,642,925.61**	**1,783,319.50**	**859,606.11**	67.5%		
LOCAL AND OTHER FUNDS						
1 Local Funds School Districts & Interest	1,272,463.60	416,511.43	855,952.17	32.7%		
2 Continuing Local	29,016.00	29,016.00	0.00	100.0%		
3 Cafeteria Funds	1,474.51	1,474.51	0.00	100.0%		
4 CSCRP	2,289.06	2,289.06	0.00	100.0%		
5 CSD Settlement	19,395.92	14,327.84	5,068.08	73.9%		
6 Longwood Foundation	14,797.01	14,797.01	0.00	100.0%		
7 Before Care	0.00	0.00	0.00	#DIV/0!		
8 Donations	17,088.20	25,938.20	-8,850.00	151.8%		
9 NCC Dist Learning	8,850.00	0.00	8,850.00	0.0%		
10 Miscellaneous Receipts	4,681.90	4,681.90	0.00	100.0%		
Total Local Funds	**1,370,056.20**	**509,035.95**	**861,020.25**	37.2%		
FEDERAL						
1 Current Year	296,744.00	261,744.00	35,000.00	88.2%		
2 Continuing	36,262.36	36,262.36	0.00	100.0%		
Total Federal	**333,006.36**	**298,006.36**	**35,000.00**	89.5%		
ALL FUNDS TOTAL	4,345,988.17	2,590,361.81	1,755,626.36	59.6%		
For the Month Ending November 30, 2020			**EXPENDITURE BUDGET**			
Operating Buidget	**FY2021 Planning Budget**	**Encumbrance**	**Expenditures**	**Balance Remaining**	**% Obligated**	
1 Salaries and Benefits	2,397,674.12		1,186,173.99	1,211,500.13	49.5%	
2 Facility Lease	392,293.71		130,764.56	261,529.15	33.3%	
3 Facility Maintenance	123,722.02		32,227.80	91,494.22	26.0%	
4 Utilities	39,081.78		7,575.86	31,505.92	19.4%	
5 Instructional	433,609.41		116,349.47	317,259.94	26.8%	
6 Other Expenses	307,571.61		136,008.97	171,562.64	44.2%	
7 Transportation	159,428.63		47,268.63	112,160.00	29.6%	
8 Food Service	12,136.19		7,136.19	5,000.00	58.8%	
9 Contingency	78,888.10		0.00	78,888.10	0.0%	
Total Operating Budget	**3,944,405.57**	**0.00**	**1,663,505.47**	**2,280,900.10**	**42.2%**	
FEDERAL	**332,964.11**	**14,208.00**	**48,651.25**	**270,104.86**	**18.9%**	
CAFETERIA FUNDS	**1,474.51**		**1,474.51**	**0.00**	**100.0%**	
OTHER LOCAL FUNDS	**65,660.96**	**14,797.01**	**5,181.73**	**45,682.22**	**30.4%**	
MATH COACH	**0.00**		**12,291.86**	**-12,291.86**	**#DIV/0!**	(1)
ALL FUNDS TOTAL	**4,344,505.15**	**29,005.01**	**1,731,104.82**	**2,584,395.32**	**40.5%**	
					40.2%	(2)
Unallocated	**1,483.02**					
(1) Teacher on loan and funded by DOE						
(2) Excludes Teacher on loan						
Contingency Set Asides External to the Bud	Summer Pay--$384,622					
	Strategic Plan--$1,085,309					

APPENDIX B

LD Online Article

Learning Disabilities and Young Children: Identification and Intervention

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Home

Getting Started
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- ADHD Basics
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LD Topics
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Learning Disabilities and Young Children: Identification and Intervention

By: National Joint Committee on Learning Disabilities

This paper addresses early identification, services, supports, and intervention for young children, birth through 4 years, who demonstrate delays in development that may place them at risk for later identification as having a learning disability (LD). Such delays include atypical patterns of development in cognition, communication, emergent literacy, motor and sensory abilities, and/or social–emotional adjustment that may adversely affect later educational performance. Development in each of these domains may be related to individual variations in rates and patterns of maturation, environmental factors such as language exposure, and quality of learning opportunities. Although the focus of this paper is on developmental rather than academic expectations, it is recognized that adequate development across multiple domains is essential for subsequent school success. It also is important to recognize that when children are exposed to high quality learning opportunities prior to kindergarten, they are less likely to experience school failure and be misidentified as having LD in the early grades.

LD has been defined by the National Joint Committee on Learning Disabilities (NJCLD) as a heterogeneous group of disorders of presumed neurological origin manifested differently and to varying degrees during the life span of an individual. These disorders are developmental in nature, occur prior to kindergarten, and continue into adult life. Various manifestations of LD may be seen at different ages and as a result of varying learning demands (NJCLD, 1985/2001a, 1990/2001c) . Early indicators that a child may have LD include delays in speech and language development, motor coordination, perception, reasoning, social interaction, prerequisites to academic achievement and other areas relevant to meeting educational goals.These indicators may occur concomitantly with problems in self-regulation, attention, or social interaction (Lowenthal, 1998; McCardle, Scarborough, & Catts, 2001).

In effective programs for infants, toddlers, and preschoolers, professionals (1) examine risk and protective factors, (2) conduct systematic observations of individual children, (3) assess developmental status, (4) create rich and varied learning opportunities, (5) plan and deliver services and supports, and (6) provide intervention based on assessment data. These programs are culturally and developmentally appropriate, linguistically sensitive, and based on scientific evidence. This paper describes how such programs can be established and implemented, emphasizes the importance of family and caregiver involvement and responsibilities, discusses issues in professional preparation and development, and articulates critical research needs.

Background

New legislation, advances in research, and changes in practice have occurred in the more than 20 years since the publication of the 1985 NJCLD paper "Learning Disabilities and the Preschool Child" (NJCLD, 1985/2001b). In that paper, the term *preschool*

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included the period from birth through kindergarten. This 2006 revision uses the term *young children* and focuses on the period from birth through age 4, or pre-kindergarten. In addition, this revision reflects new research in risk assessment, evaluation procedures, and high quality learning opportunities and interventions, as well as an increased understanding of the links between early spoken language development and LD.

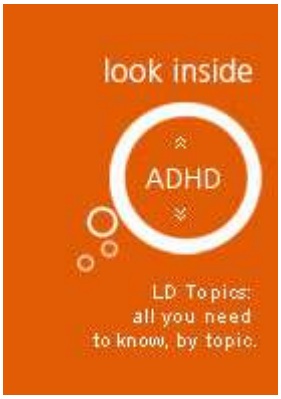
In 1985 when the NJCLD paper on preschool children was originally published, families and professionals were celebrating nearly a decade of benefits from the landmark legislation, T he Education for All Handicapped Children Act of 1975 (PL 94-142). School-age children (ages 6–21 years) with disabilities were entitled to a free and appropriate public education, in the least restrictive environment (LRE), based on individual needs and family preferences. This legislation set the stage for children with disabilities to obtain necessary services and to have opportunities to interact meaningfully with children without disabilities in general education settings. Subsequent legislation, The Education of the Handicapped Act of 1986 (PL 99-457), extended services from birth to 21 years, thereby providing the opportunity for young children to receive necessary individualized services and supports. Amendments and reauthorizations to this legislation, most recently The Individuals with Disabilities Education Improvement Act (IDEA, 2004), have underscored the need to provide services in inclusive settings and in natural environments, to involve families and professionals in collaborative decision making, and to support the transition of young children through early intervention, preschool, and school-age service delivery systems.

In fact, a fundamental principle of this legislation is family-centered care, whereby families are fully involved in assessment and intervention decisions for their children, in development of both the Individualized Family Service Plan (IFSP) for the birth to 3-year-old population and the Individualized Education Program (IEP) for older children. Professionals increasingly have recognized the need to provide culturally and linguistically appropriate services to children and their families. Federal legislation has paved the way for young children, particularly those from underserved communities, to participate in beneficial programs.

Coordination is critical so that all services for a child are integrated and implemented effectively. IDEA '04 includes provision for a designated service coordinator. A service coordinator or case manager functions as the single contact person for parents who conveys information from the multidisciplinary team of professionals. Families, caregivers, and administrators depend on service coordinators to inform them about the agencies that provide services in their state.

The No Child Left Behind Act of 2001 (NCLB, 2002) also has implications for young children with and without disabilities. Because of its focus on content and achievement standards and educational accountability, NCLB influences the areas that receive the most emphasis in preschool curricula and individually targeted interventions. An NCLB initiative, the Early Reading First Program, is designed to provide high quality early education in the areas of language, cognition, and early reading skills to prevent reading failure, particularly for children from low-income families.

Finally, t here has been an increasing emphasis in legislation, research, and practice on the provision of educational programs and services that are informed by available evidence. Evidence-based practices are grounded in valid and robust scientific research demonstrating that certain actions, under specific circumstances, are most likely to produce predictable and beneficial outcomes for children and families. Such practices are



informed by an integration of theory, research, professional experience and judgment, and child/family values and preferences (see Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996). However, research supporting practices varies in type and quality, with some practices more firmly grounded in research than others.

Early identification

The purpose of early identification is to determine which children have developmental problems that may be obstacles to learning or that place children at risk. Development in infants, toddlers, and preschoolers is characterized by broad variability in rates and patterns of maturation. For some children, differences and delays in abilities are temporary and are resolved during the normal course of development. For other children, delays may persist in different domains of functioning, necessitating the child's referral for targeted screening and/or comprehensive evaluation. At present, no clear distinction can be made in the early years between the children whose problems may persist from those who will make adequate progress with time. Therefore, young children who demonstrate difficulties in early development may or may not be at risk for LD; nevertheless, screening, evaluation, enhanced learning opportunities, and possibly intervention services should be provided.It is not in the child's best interest to "wait and see" or hope that the child will "grow out of" his or her problems. Conversely, it is important to guard against the premature identification of a disability, especially if high quality learning opportunities have not been provided.

It is often during the early years that families and caregivers first suspect a problem and may share their concerns with qualified professionals. However, some families initially may deny the existence of a problem because they are fearful of, or threatened by, its possibilities and consequences. Family cooperation is critical to early identification. Thus, professionals must recognize and be sensitive to differences in family responses, including cultural differences in viewing and addressing a disability, and provide appropriate support.

The identification process includes (1) screening, (2) examination for the presence of risk indicators and protective factors, (3) systematic observations, and, if indicated, (4) a comprehensive evaluation. An effective early identification program must take into account the numerous biological, environmental, and cultural factors that may influence the course of a child's development. Information from the identification process is the basis for making decisions about the need for further services and supports.

Screening. The purpose of screening is to determine if additional evaluation is required and in what developmental domains. Examples of large scale state-wide screening programs include Universal Newborn and Infant Hearing Screening and Child Find, a component of IDEA '04 that requires states to have a system to identify, locate, and evaluate all children with disabilities (birth-21 years), who need early intervention or special education services. Screening tools are not intended for diagnosis, placement, and educational planning. Careful consideration of reliability, validity, standardization, cultural and linguistic sensitivity, and relevance of screening instruments and procedures is required for appropriate selection, use, and interpretation. The NJCLD supports the recommendations by the Learning Disabilities Roundtable in 2002 that "all preschoolers should be screened to assess early language and reading skill development just as they are for vision and hearing" (p. 1).

Risk indicators and protective factors. A range of environmental, biological, genetic, and perinatal conditions may be associated with adverse developmental outcomes (see Shonkoff & Phillips,

2000) and may be risk indicators (i.e., warning signs) for LD.Also, advances in medical technology have kept an increasing number of fragile children alive, and these children often are at risk for developmental and later educational problems. Such risk indicators, especially when several are present, warrant careful monitoring of a child's development and signal the need to ensure high quality learning opportunities for this population. Children who do not respond adequately to these opportunities may be at increased risk for LD. Furthermore, young children with identified disabilities (e.g., cerebral palsy) also may be at risk for LD. However, risk indicators do not always predict which children will have future learning problems. Risk indicators must be considered within the context of typical developmental expectations. For example, an inability to follow one-step directions is not a risk indicator for a 6-month-old, but is for a 4-year-old, especially in combination with other risk indicators, such as poor fine motor coordination.

Protective factors that reduce risk and foster resilience can buffer children and families from circumstances that place them at risk. Risk indicators interact with protective factors in unique ways for each child. For example, some children with a history of birth complications may exhibit typical developmental patterns and require few if any special services, whereas other children without such histories may struggle to learn and may require formal assessment and intervention.Likewise, children who may have multiple risk indicators may not demonstrate learning problems if they receive strong culturally and developmentally appropriate early learning experiences. The two lists below, though not all-inclusive, identify possible risk indicators and protective factors for LD among infants, toddlers, and preschoolers:

Risk indicators

- Perinatal conditions
  - Low Apgar scores
  - Low birth weight and/or preterm birth
  - Hospitalization for longer than 24 hours in a neonatal intensive care unit
  - Difficulty with suckling, sucking, and swallowing
  - Chronic otitis media that may result in intermittent hearing loss
- Genetic or environmental conditions
  - Family history of LD
  - Adopted child status
  - Family history of spoken and/or written language problems
  - Exposure to environmental toxins or other harmful substances
  - Limited language exposure in home, childcare, and other settings
  - Poverty
- Developmental milestones
  - Delay in cognitive skills
    - Not demonstrating object permanence
    - Limited understanding of means–ends relationships (e.g., using a stool to reach a cookie jar)
    - Lack of symbolic play behavior
  - Delay in comprehension and/or expression of spoken language
    - Limited receptive vocabulary
    - Reduced expressive vocabulary ("late talkers")

        - Difficulty understanding simple (e.g., one-step) directions
        - Monotone or other unusual prosodic features of speech
        - Reduced intelligibility
        - Infrequent or inappropriate spontaneous communication (vocal, verbal, or nonverbal)
        - Immature syntax
    - Delay in emergent literacy skills
        - Slow speed for naming objects and colors
        - Limited phonological awareness (e.g., rhyming, syllable blending)
        - Minimal interest in print
        - Limited print awareness (e.g., book handling, recognizing environmental print)
    - Delay in perceptual-motor skills
        - Problems in gross or fine motor coordination (e.g., hopping, dressing, cutting, stringing beads)
        - Difficulty coloring, copying, and drawing
- Attention and behavior
    - Distractibility/inattention
    - Impulsivity
    - Hyperactivity
    - Difficulty changing activities or handling disruptions to routines
    - Perseveration (i.e., constant repetition of an idea)

Protective factors

- Access to quality pre-, peri-, and postnatal care
- Maternal education
- High quality learning opportunities
    - Exposure to rich and varied vocabulary, syntax, and discourse patterns
    - Responsive learning environments sensitive to all cultural and linguistic backgrounds
    - Access to printed materials
    - Involvement in structured and unstructured individual/group play interactions and conversations
    - Engagement in gross and fine motor activities
- Multiple supports
    - Assistance adapted to the child’s responsiveness to instruction or intervention
    - Access to adaptive and assistive technology (AT) and services
    - Transition planning between early intervention services (birth to age 3 years) and preschool programs (ages 3–5 years), and between preschool and elementary school
    - Service coordination

In summary, risk indicators do not necessarily predict later learning problems or indicate the existence of a disability, particularly when only a single indicator is present. Similarly, protective factors do not rule out the presence of a disability.

However, the presence of risk indicators warrants substantial and serious efforts to facilitate early learning success, because many children at risk respond positively to high quality instruction and support. Therefore, children at risk, who may or may not have LD, need to receive carefully planned and responsive services and supports to enhance their opportunities for learning (see Coleman, Buysse, & Neitzel, 2006).

Systematic observations . Systematic observations of a child's behavior and abilities over time are an important addition to examining the presence of risk indicators and protective factors. Observations may be informal or may follow a standard observation protocol; in either case, they should be conducted multiple times and in varying contexts (e.g., home, diagnostic preschool, Head Start classroom, playgroup) to increase the reliability and validity of the hypotheses made regarding a child's behavior. In many cases, an extended period of observations will be necessary. Observations should provide a description of the frequency, consistency, and severity of the behaviors causing concerns in relation to contextual demands.

The child's family should be involved throughout the entire process. When professionals raise a question about the course of the child's development as a result of systematic observation, they should discuss the findings with the caregivers and family. When indicated, a referral should be made to appropriate professionals for further evaluation and, if warranted, provision of supports and services should be recommended.

Comprehensive evaluation. When a screening, a review of risk indicators and protective factors, and systematic observations suggest that a child is at risk for LD, professionals should conduct periodic evaluations to ascertain whether development follows expected patterns. The major goal of a comprehensive evaluation is to determine the individual child's specific pattern of abilities and needs and to identify strategies and resources to address learning and behavioral problems as soon as possible. These evaluations should occur across different settings and should consider multiple perspectives offered by caregivers and professionals. An interdisciplinary approach is especially valuable in obtaining and interpreting evaluation info rmation derived from a variety of sources (see Wolraich, Gurwitch, Bruder, & Knight, 2005). E valuations should focus on developmental norms across domains (e.g., cognition, communication, emergent literacy, motor and sensory abilities, and/or social–emotional adjustment); however, it is important to recognize that there is a wide range of individual differences, both within and between children, some of which may fall within the "normal" range of expected behaviors.

A comprehensive evaluation involves the use of multiple instruments and procedures, including norm- and criterion-referenced tests, teacher/parent rating scales, and developmental checklists. The use of a single instrument or procedure does not constitute a comprehensive evaluation. Practitioners should use culturally and linguistically sensitive instruments to ensure appropriate assessment of children with potential LD. Evaluation of the child's status and needs depends on an integrated assessment of the child's functioning in the following domains:

- cognition, including perceptual organization, memory, concept formation, attention, and problem solving;
- communication, including speech/language form, content, and use for receptive and expressive purposes;
- emergent literacy, including phonological awareness, awareness of print; and numeracy, including number recognition, and number concepts;

- motor functions, including gross, fine, and oral motor abilities;
- sensory functions, including auditory, haptic, kinesthetic, and visual systems; and
- social–emotional adjustment, including behavior, temperament, affect, self-regulation, play, and social interaction.

Time-limited placement in a diagnostic preschool setting can be a useful part of the comprehensive evaluation for addressing diagnostic questions and determining the effectiveness of various evidence-based interventions for the child.

Early services and supports

If a learning problem or delay in development has been suggested based on screening, review of risk indicators and protective factors, systematic observation, and, if indicated, comprehensive evaluation, then the priority should be to ensure that services and supports based on individual needs and strengths are available. Such services and supports may include (a) providing special education interventions that meets the child's developmental, behavioral, and pre-academic learning needs; (b) offering strong preschool programs; and (c) enhancing the home language and literacy environment. Services and supports for young children should be evidence-based, developmentally appropriate, family-centered, and culturally and linguistically sensitive.Professionals must ensure that their findings and recommendations for services and supports are sensitive to all cultural and linguistic backgrounds, such as those for English language learners. Likewise, professionals must ensure that caregivers and family members have access to a range of supports such as the following:

- helping families and caregivers to recognize, understand, and accept the child's problems;
- selecting programs that meet the child's individual needs;
- locating parent support networks and programs;
- finding a service provider or agency whose treatment philosophy is congruent with the family's preferences;
- identifying appropriate interventions and resources available within public or private preschool programs; and
- facilitating the child's development in the home and childcare environment.

A variety of professionals, in collaboration with families and caregivers, is involved in the selection and delivery of services and supports. Collectively, the professionals should possess knowledge of typical and atypical patterns of development in the domains of cognition, communication, emergent literacy, pre-academic interventions, and motor, sensory, and social–emotional functioning, as well as the capacity to collaborate effectively.

The following is a list of the roles of some of the professionals in addition to the child's pediatrician who typically are involved with infants, toddlers, and preschoolers:

- Audiologist—specializes in the nonmedical management of hearing and related problems(e.g., balance)
- Early childhood general and special education teachers—plan and provide educationally relevant interventions and other services based on the IEP or IFSP
- Occupational therapist— helps children improve their ability to perform fine motor skills and daily activities and to achieve independence

- Physical therapist— help s children develop gross motor skills and coordination; they also provide services aimed at preventing or slowing the progression of conditions resulting from injury, disease, and other causes
- School psychologist—collaborates
- with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home and school
- Speech -language pathologist—assesses, diagnoses, and provides intervention services and supports for individuals with speech, language, literacy, cognitive-communication, social communication, and swallowing problems

Other professionals may be involved, such as childcare providers, educational diagnosticians, educational therapists, reading specialists, social workers, English as a Second Language (ESL) teachers , child/developmental psychologists, pediatric neurologists, and child psychiatrists. The specific needs of the child should determine the mix of professionals who will assist the family and caregivers at home, in the preschool, and in the special education setting.

The provision of services and supports may enhance the learning opportunities for young children who may be at risk for LD but who have not been identified with a specific disability. The services and supports required by children and their families and caregivers vary along a continuum of intensity and may be provided in different settings. Providing a continuum of services and supports is consistent with a response to intervention (RTI) model, which is a framework that may be used for identifying school-age students with LD (NJCLD, 2005). The application of RTI principles has been proposed for preschool-age children, with its characteristic use of different levels of instructional intensity, collaborative problem-solving, early response, and data to inform instruction and monitor progress (Coleman et al., 2006).

Less intensive services and supports. The initial level of early services and supports for young children at risk for LD would be less intensive and would revolve around daily experiences generally available in any strong preschool program. Such services and supports may involve assisting caregivers and families in increasing interactions with their children. Experiences like shared book reading, conversations about current and past events, and family trips to the zoo, market, library, and playground provide opportunities for such interactions and also stimulate conceptual and linguistic development. It is important to provide activities that develop perceptual, coordination, and fine and gross motor skills, such as use of scissors, crayons, finger paints, beads, balls, and puzzles. Emergent literacy can be encouraged by having books, magazines, and other literacy artifacts available in home, childcare, preschool, and other settings, and by engaging in activities such as word play, drawing, and storytelling. Literacy activities at home, in the preschool, and in other settings can develop print concepts, story sense, phonological awareness, and matching speech to print, and offer opportunities for practicing beginning reading and writing skills (Lonigan, 2006).

More intensive services and supports. More intensive services and supports may add ongoing, regular consultation with one or more service providers and participation in more structured programs. For preschool-age children, for example, such support might mean an increased emphasis on activities focusing on the acquisition of emergent literacy skills and enrollment in a high quality preschool program that includes more individualized activities. In fact, Head Start programs are now required to document children’s progress in early development, particularly literacy (Head Start, 1998). This has resulted from an increased

recognition of the importance of early development to later school success and an increased awareness of the discrepancies in development for young children due to differences in socioeconomic, sociolinguistic, and sociocultural factors.

Most intensive services and supports. If young children do not respond to the earlier levels, more specialized and individualized instruction and intervention strategies may be needed. Such services would be provided to children with identified disabilities who are eligible to receive special education. Some of these children with disabilities, such as those with developmental delay or speech and language impairment, may be identified later as having LD. Because no single instructional approach or intervention strategy can be expected to serve the different needs presented by young children with disabilities, it is essential that selection of an instructional strategies and program be based on a clear understanding of a child's specific strengths and needs. The selection of the service delivery system, including the setting (e.g., inclusive or non-inclusive), models (e.g., pull-out, classroom-based, collaborative-consultation), and supports can then proceed. The LRE provision in IDEA '04 requires that young children with disabilities receive services in settings that best match their education needs. State and local agencies need to ensure the availability of a continuum of service delivery options for students with disabilities, provide funding, and promote interagency cooperation among public and private sectors.

Instruction/Intervention strategies

An effective instructional program is based on a child's individual strengths and needs and includes well-defined goals, objectives, content, materials, and support (e.g., occupational and physical therapy, AT). Careful development of the individual instructional program is especially important due to the increased recognition that the pre-kindergarten years are a critical period during which intervention efforts are most effective (see Guralnick, 1997). A summary of research (Paul-Brown & Caperton, 2001) suggests that decisions about instructional programming should be guided by five quality indicators of successful programs for young children:

1. Have a philosophy of individualized programming based on specific needs with a preference for inclusive practices.
2. Rely on relevant research to design service delivery models that meet the individual, changing needs of a child over time and that provide opportunities for interactions in natural environments.
3. Form collaborative partnerships that select and achieve goals for each child.
4. Provide ongoing professional development.
5. Conduct program evaluation and research.

Decisions regarding which instructional approach or intervention strategy to use should be determined with interdisciplinary, family, and caregiver input on the basis of individual learner characteristics and needs and incorporated within the IFSP or IEP. The family and caregivers have an important responsibility for the application of learned skills in the home environment; direct family and caregiver involvement is a major determinant of intervention effectiveness. The interventions selected should be based on current research, principles of evidence-based practice (i.e., an integration of theory, research, professional judgment, and family preferences), and progress-monitoring data. In summary, appropriate evidence-based intervention practices should be a collaborative effort that

- focuses on the child's needs while capitalizing on the child's existing strengths;
- is explicit, systematic, and comprehensive;
- links intervention activities to family activities;
- integrates intervention with the preschool curriculum and makes curricular adaptations as necessary ; and
- results in functional and meaningful progress that can be sustained over time and across settings.

Once an instructional program has been planned, determining the setting in which special education services are provided is an important decision. For children from birth to 3 years, IDEA '04 Part C mandates that services be delivered in a "natural environment." The home often is considered to be the ideal setting for providing services to these young children; however, childcare centers also may be considered natural environments.

Also influencing decisions about the service setting is the clear preference in IDEA '04 for inclusive settings, where children with disabilities are served with typically developing children. The two main types of inclusive settings are (a) full inclusion , where the child with disabilities is placed in a classroom in which the majority of the children exhibit typical developmental patterns, and, less frequently, (b) reverse inclusion, where a few children who exhibit typical developmental patterns are placed in a classroom of children with disabilities. An advantage of inclusive settings is that typically developing young children can serve as appropriate models for their peers with disabilities (see Guralnick, 2001). One barrier to placement in either type of inclusive setting is the fact that public preschool programs are not available in all states for children without disabilities. Head Start programs provide access to inclusive settings for young children from low-income families. The national pre-kindergarten movement in the United States may be one response to the challenge of creating more inclusive preschool programs because more young children without disabilities will be attending public preschools (see Barnett & Yarosz, 2004).

Different types of service delivery models may be used across settings and also should be selected based on individual child needs. While home-based, classroom-based, and collaborative consultation models are most compatible with the characteristics of inclusive settings (e.g., encouraging peer interactions, providing services in the natural environment, integrating services within the ongoing home or classroom routine), pull-out services may be appropriate at times for some children. When the child makes a transition from one service setting or service delivery model to another, coordination and orderly, timely transfer of info rmation among professionals is essential to ensure continuity of services.

Another consideration to the provision of effective instructional programs is the use of supportive services such as AT when needed. Technological advances have improved intervention programming for young children at risk for or with identified disabilities. The use of AT and augmentative and alternative communication (AAC) systems, a subset of AT, can foster access, interaction, and integration in daily communication and classroom activities for young children (Romski, Sevcik, & Forrest, 2001). Since the late 1980s, AAC systems have been used to enhance communication and literacy skills for young children who do not speak or whose speech is unintelligible. Instructional approaches for teaching communication skills, whether through AAC or more conventional speech modes, have moved from one-on-one, discrete and repetitive skills training to teaching more contextually based (e.g., home, community, classroom) communication functions (e.g., requesting,

commenting, rejecting) in everyday situations and with a child's regular communication partners.

A number of instructional software programs has been designed specifically for young children. Software may enhance children's concept development, develop emergent literacy skills, and increase attention. However, there is little empirical evidence of the efficacy of many software programs for accomplishing these aims, and computer-assisted instruction should not replace interactions with families, peers, and professionals.

Personnel preparation and professional development

Personnel preparation programs and professional development opportunities should help early childhood professionals meet the challenges of education in the 21 st century by ensuring that they are knowledgeable about current research in the field, understand education legislation, and thoughtfully and skillfully integrate technological advances into evidence-based practice. The NJCLD defines professional development as "an ongoing process of continuous improvement that includes meaningful needs assessment, intensive informational sessions, and long term follow-up and support. It is not an event" (NJCLD, 1999/2001e, p. 77).

It is commonly accepted that professionals providing services to young children should be able to work with families, provide culturally and linguistically sensitive services, promote interagency coordination, engage in professional collaboration, and advocate for matching the needs of individual children to a continuum of available services and supports. In addition, professionals must be able to meet federal and state legislative requirements, including developing IFSPs and IEPs, accessing general education curricula, and meeting accountability standards. Moreover, professionals must possess knowledge and skills related to both typical and atypical child developmental patterns in domains such as cognition, communication, emergent literacy, motor and sensory function, social–emotional adjustment, and academic development (NJCLD, 1997/2001d, 1999/2001e). Specific competencies related to effective professional practice with young children have been developed by several organizations (e.g., American Speech-Language-Hearing Association, in press; Council for Exceptional Children, 2003; National Association for the Education of Young Children, 2002). Nevertheless, current and important instructional issues in personnel preparation and professional development require further examination and research: (a) What constitutes evidence-based instructional methods and materials? (b) How can evidence-based practices be implemented with fidelity, appropriate intensity, and sufficient duration? (c) How can data be collected, interpreted, and shared in ways that info rm instruction?

Administrative and supervisory personnel need to support a school philosophy that promotes the principles of early identification, planning, and intervention articulated in this paper. For instance, administrators should consider realistic scheduling, reasonable workloads, efficient allocation of resources, sufficient availability of materials, adequate access to technology, and ways to ensure the support that each educator needs. Likewise, administrators can support professionals' awareness of and participation in advocacy activities for children with disabilities as well as identify valuable info rmation resources for professional development.

Personnel preparation and professional development programs also may focus on enhancing collaborative skills among the professionals who serve young children. Sharing and jointly

determining goals and expectations, having effective systems for ongoing communication, negotiating roles, and establishing professional learning communities (e.g., study groups, shared inquiry) are requisite skills for effective collaborative partnerships (Paul, Blosser, & Jakubowitz, 2006). Therefore, to maximize the expertise of early childhood professionals, administrators should provide protected time for planning and collaboration as well as for the development and refinement of collaborative skills.

Research needs

The 1985 NJCLD paper on LD and the preschool child (NJCLD, 1985/2001b) raised questions about the need for research related to (a) the prognostic value of risk indicators (e.g., phonemic awareness, vocabulary knowledge, socioeconomic status); (b) links between social–emotional adjustment, behavior, and later academic learning; and (c) factors contributing to the success of various intervention programs and strategies. Research over the past 20 years summarized in this paper has help ed us address some of these questions.

The current press for emergent literacy instruction before kindergarten is the result of the work of bodies such as the National Reading Committee (Snow, Burns, & Griffin, 1998), the National Research Council (2001), and the National Early Literacy Panel (2005), as well as the efforts of researchers associated with the National Institute of Child Health and Human Development (NICHD) (Lyon, 1995; National Reading Panel, 2000). These research programs have shown that deficits in phonological processing can be a major impediment in learning to read. The research suggests that oral language, phonological sensitivity, concepts about print, alphabetic knowledge, invented spelling, rapid naming, and ability to write one's own name prior to kindergarten are early indicators of literacy success (National Early Literacy Panel, 2005). Moreover, research has demonstrated that the most effective interventions for children at risk for later reading problems use structured language curricula, particularly in preschool and kindergarten, that include explicit teaching of phonemic awareness, sound–symbol relationships (phonics), vocabulary, and comprehension (Dickinson, McCabe, & Essex, 2006; Lyon, 1995).

Although these research efforts have been extensive, additional questions remain about emergent literacy instruction and predictors of later school success. A robust research agenda should address the following:

- the effectiveness of emergent literacy instruction for preschoolers,
- how emergent literacy instruction affects later academic performance,
- whether literacy instruction is appropriate as a primary focus during this period of development,
- what types of emergent literacy instruction are well suited for children with particular developmental profiles,
- how effective predictors are for older children,
- whether there are additional important indicators of school success (e.g., perceptual, sensory, motor, social–emotional, behavioral),
- how risk indicators operate in combination,
- what is the best language for literacy instruction for children who have been exposed to and use more than one language, and
- what are the best means of measuring these risk indicators.

Other pressing educational practice issues, concomitant with risk indicators, also relate to early identification and intervention for young children. The following issues should be addressed as part of a comprehensive research agenda:

- Bearing in mind that LD is not a unitary construct and that LD spans a range of severity from severe to mild, how early is it possible to determine the existence of LD?
- Given the tension between advocates of a traditional developmental focus and of the recent academic emphasis in early childhood programs, what are the merits of each separately and what, if any, empirical data are there to support a commingling of approaches?
- How will emerging research on early predictors of later success in mathematics info rm identification, planning, and intervention for children with disabilities, including LD?
- In view of the rapid growth in and availability of technology, which technologies can be used most effectively for delivering services and supports to young children with disabilities, including those at risk for LD?
- In consideration of the recommendations of a recent synthesis of studies on RTI that noted a lack of empirical evidence for children prior to kindergarten entry, conduct research to determine whether an early intervening system for children prior to kindergarten is effective "under carefully controlled conditions…, in naturalistic settings, on a much larger scale and in a variety of contexts" (Coleman, Buyssee, & Neitzel, 2006, p. 35).

Systematic research efforts should continue to address issues related to identification, learning opportunities, and provision of services and supports for young children with possible LD. The ultimate goal of these efforts is improved learning outcomes and school success.

References

This is an official document of the National Joint Committee on Learning Disabilities (NJCLD). Member organizations of the NJCLD are the: American Speech-Language-Hearing Association, Association of Educational Therapists, Association on Higher Education and Disability, Council for Learning Disabilities, Division for Communicative Disabilities and Deafness, Division for Learning Disabilities, International Reading Association Learning Disabilities Association of America, National Association for The Education of African American Children with Learning Disabilities, National Association of School Psychologists, National Center for Learning Disabilities, and The International Dyslexia Association.

http://www.ldonline.org/article/Learning_Disabilities_and_Young_Children%3A_Identification_and_Intervention

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APPENDIX C

PROJECTED BUDGETS FY2022 THROUGH FY2026

100% SCENARIO

PROJECTED BUDGETS FY2022 THROUGH FY2026

EXPLANATION OF BUDGET WORKSHEETS

Revenues:

State & Local

(1) State Revenue Funding Summaries—see attached State Funding Summaries for Projected Fiscal Years FY2022 to FY2026 reflecting revenue estimates for enrollment of 216, 232, 248, 264 and 264 respectively.

State revenue calculations for FY2022 through FY2026 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. For new positions, the calculated average presented within the 11/07/20 State Funding Summary was used.

Each year a step increase was applied based upon the FY2021 approved state salary schedules.

GLS share of the Education $26M reduction was adjusted based upon student incremental change.

No inflation was added given the current economic concerns.

(2) School District Local Fund Transfers— see attached Local Funding Summaries for Projected Fiscal Years FY2022 to FY2026 reflecting revenue estimates for enrollment of 216, 232, 248, 264 and 264 respectively.

Enrollment by district was configured based upon FY2021 student ratios for regular, basic, complex and intense. No inflation has been added given the current spending patterns where local per pupil amounts have diminished for some school districts.

Federal

(1) Entitlement Funding—Federal allocations were projected forward based upon projected incremental change in the special education population.

Other—There are no definitive future awards relating to Foundation Donations

(1) CSD Settlement—Funds were based upon the FY2021 allocation where 65 students were residents of the Christina School District. FY2022 through FY2026 was elevated incrementally based upon the enrollment increase of students from the Christina School District.

(2) Cafeteria Funds—The Red Clay School District manages this effort for GLS to include the submission of federal reimbursements.

Expenditures:

State & Local

Personnel Salaries/Other Employer Costs

(4 to 12) Staffing was calculated using the degree and experience of current staff paid from an established GLS salary schedule. For new positions, the expense reflects an average GLS salary. For FY2023 where enrollment was increased by 16 students to 232, 1 teacher was added. For FY2024 where enrollment was increased by 16 students to 248, 1 teacher was added. For FY2025 where enrollment increased by 16 students to 264, 1 teacher was added.

(13) EPER includes compensation for staff development, extracurricular activities and a staff retention bonus.

(14) The FY2021 OEC rate of 32.26% was applied each year.

(15) Health insurance for current staff and the FY2021 average of $12,457 was used for currently vacant and new positions

Student Support—Projected expenses were elevated based upon the incremental increase in students and a 2% increase applied each year.

(17) Transportation—based upon the annualized FY2021 contracts for 6 buses to transport students to and from school. The proportional adjustments relating to the student incremental change coupled with 2% inflation each year would support additional routes and/or contract.

(21) Supplies & Materials—Instructional and Medical Supplies.

(22) Textbooks—Book purchases.

(24) Professional Development—Travel for Staff training; Association Dues and Conference Fees; and Tuition Reimbursement.

(26) Other Educational Program—resources for Alternate Placements

(27) Therapists—Psychological/Therapists/Speech

(28) Classroom Technology—Computer services

(31) Contracted Services—Temporary and Paraprofessional Services

Operations and Maintenance of Facilities—With the exception of Rent and Telecommunications, projected expenses were elevated based upon a proportional increase in students and a 2% increase applied each year.

(33) Insurance—Liability coverage

(34) Rent—Lease amendment effective July 1, 2020 reflects a reduction from $392,265.00 in FY2021 to $366,682.50 in FY2022 as reflected in the funding worksheet. The recent amendment expires June 30, 2022. A 3% increase was applied for FY2023 through FY2026 per the increase in the current amendment. The Gateway Lab School is currently working on purchase options with intent to procure a mortgage/debt where the annual obligation would be less than the current annual lease obligation.

(36) Utilities—Electric

(37) Maintenance—B & G Repair and Maintenance

(38) Telephone/Communications—Telephones and Bandwidth

(41) Other—Custodial Services/Supplies and Trash

Administrative/Operations Support—Projected expenses were elevated based upon a proportional increase in students and a 2% increase applied each year.

(42) Equipment Lease/Maintenance—Photocopiers

(44) Supplies and Materials—Office Supplies

(45) Printing and Copying—Contracted printing and binding of materials

(46) Postage and Shipping

(47) Enrollment/Recruiting—Advertising

(49) Strategic Plan Contingency—The use of these funds includes support for more competitive staff salaries, future planning for innovative instruction to include facility needs relating to purchase and/or renovations.

(50) Other—Professional Services, Legal, Drug and alcohol testing, Financial Consultants and Settlements

2% Contingency— flows to the Strategic Plan Contingency for activity as noted in item 49.

Federal

Personnel Salaries/Other Employer Costs

(4) Special Education Coordinator—.6

(12) Paraprofessional

(13) The FY2021 OEC rate of 32.26% was applied each year

(14) Health Insurance shares for those individuals identified above.

(20) Supplies and Materials—Homeless

(30) Contracted Services—Paraprofessional Services and other Instructional Student Support

Other Funds—There are no definitive future awards

(31) Classroom Technology—services and supplies

STATE & LOCAL FUNDS

Charter School Application Budget Worksheet — **Gateway Lab School**

	State & Local Revenue										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
1	State Appropriations	$3,208,294		$3,497,403		$3,720,933		$3,959,841		$3,976,666	
2	School District Local Fund Transfers	$1,670,573		$1,788,832		$1,952,153		$2,071,072		$2,071,072	
3	Prior Year Carryover Funds	$0		$97,577		$107,676		$115,616		$122,930	
	TOTAL STATE & LOCAL REVENUE	**$4,878,867**		**$5,383,812**		**$5,780,762**		**$6,146,529**		**$6,170,668**	
	State & Local Expenses										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$1,051,026	21.80	$1,097,026	22.80	$1,143,026	23.80	$1,189,026	24.80	$1,189,026	24.80
5	Special Education Teachers	$30,449	0.59	$30,449	0.59	$30,449	0.59	$30,449	0.59	$30,449	0.59
6	Special Teachers (Phys Ed, Art, Music)	$141,129	3.00	$141,129	3.00	$141,129	3.00	$141,129	3.00	$141,129	3.00
7	Counselors	$46,000	1.00	$46,000	1.00	$46,000	1.00	$46,000	1.00	$46,000	1.00
8	Principal/Administrative	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00
9	Nurse	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00
10	Clerical	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00
11	Food Service	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Paraprofessionals	$62,068	2.00	$62,068	2.00	$62,068	2.00	$62,068	2.00	$62,068	2.00
13	EPER	$96,000		$96,000		$96,000	0.00	$96,000	0.00	$96,000	0.00
14	Other Employer Costs (32.26% of Salaries)	$600,576		$615,416		$630,255		$645,095		$645,095	
15	Health Insurance	$415,056		$427,513		$439,970		$452,427		$452,427	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$2,877,307**	**34.39**	**$2,950,603**	**35.39**	**$3,023,900**	**36.39**	**$3,097,197**	**37.39**	**$3,097,197**	**37.39**
	Student Support										
17	Transportation	$363,110		$397,807		$433,747		$470,965		$480,385	
18	Extra Curricular Transportation	$0		$0		$0		$0		$0	
19	Cafeteria	$0		$0		$0		$0		$0	
20	Extra Curricular	$0		$0		$0		$0		$0	
21	Supplies and Materials	$46,904		$51,385		$56,028		$60,835		$62,052	
22	Textbooks	$34,892		$38,226		$41,680		$45,256		$46,161	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$13,246		$14,511		$15,822		$17,180		$17,523	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$18,255		$19,999		$21,806		$23,677		$24,151	
27	Therapists (Occup, Speech, Psy)	$322,193		$352,980		$384,870		$417,895		$426,253	
28	Classroom Technology	$42,822		$46,914		$51,152		$55,541		$56,652	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$256,086		$289,637		$315,805		$342,903		$349,761	
32	Other										
	SUBTOTAL STUDENT SUPPORT	**$1,097,507**		**$1,211,461**		**$1,320,910**		**$1,434,252**		**$1,462,938**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$20,916		$22,915		$24,985		$27,129		$27,671	
34	Rent	$366,683		$377,683		$389,013		$400,684		$412,704	
35	Mortgage	$0		$0		$0		$0		$0	
36	Utilities	$41,383		$45,337		$49,433		$53,675		$54,748	
37	Maintenance	$26,818		$29,381		$32,035		$34,784		$35,480	
38	Telephone/Communications	$2,912		$3,191		$3,479		$3,777		$3,853	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$0		$0		$0		$0	
41	Other--Custodial Supplies	$108,698		$119,085		$129,844		$140,985		$143,805	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$567,410**		**$597,591**		**$628,789**		**$661,034**		**$678,261**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$24,355		$26,682		$29,093		$31,589		$32,221	
43	Equipment Purchase	$0		$0		$0		$0		$0	
44	Supplies and Materials	$13,428		$14,711		$16,040		$17,417		$17,765	
45	Printing and Copying	$11,940		$13,081		$14,263		$15,487		$15,796	
46	Postage and Shipping	$1,774		$1,943		$2,119		$2,300		$2,347	
47	Enrollment / Recruitment	$25,303		$27,721		$30,225		$32,819		$33,475	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Strategic Plan Contingency	$25,611		$282,630		$436,569		$554,258		$526,465	
50	Other--Prof Serv, Legal, Auditors	$136,655		$149,713		$163,239		$177,246		$180,791	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$239,066**		**$516,481**		**$691,548**		**$831,116**		**$808,860**	
	STATE & LOCAL EXPENDITURES	**$4,781,290**		**$5,276,136**		**$5,665,146**		**$6,023,598**		**$6,047,255**	
56	**# Students**	216		232		248		264		264	
	REVENUE LESS EXPENDITURES	**$97,577**		**$107,676**		**$115,616**		**$122,930**		**$123,413**	
	2 % CONTINGENCY CHECK	$97,577.34		$107,676.25		$115,615.24		$122,930.57		$123,413.37	

FEDERAL FUNDS

Charter School Application Budget Worksheet — **Gateway Lab School**

	Federal Funds	YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
1	Entitlement Funding	$226,951		$240,846		$259,373		$273,268		$273,268	
2	Other Federal Grants	$0		$0		$0		$0		$0	
	TOTAL FEDERAL REVENUE	**$226,951**		**$240,846**		**$259,373**		**$273,268**		**$273,268**	
	Federal Expenses										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
3	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
4	Special Education Teachers	$46,759	0.61	$46,759	0.61	$46,759	0.61	$46,759	0.61	$46,759	0.61
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Paraprofessional	$31,034	1.00	$31,034	1.00	$31,034	1.00	$31,034	1.00	$31,034	1.00
13	Other Employer Costs (32.26% of Salaries)	$25,096		$25,096		$25,096		$25,096		$25,096	
14	Health Insurance	$12,535		$12,535		$12,535		$12,535		$12,535	
15	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$115,425**	**1.61**	**$115,425**	**1.61**	**$115,425**	**1.61**	**$115,425**	**1.61**	**$115,425**	**1.61**
	Student Support										
16	Transportation	$0		$0		$0		$0		$0	
17	Extra Curricular Transportation	$0		$0		$0		$0		$0	
18	Cafeteria	$0		$0		$0		$0		$0	
19	Extra Curricular	$0		$0		$0		$0		$0	
20	Supplies and Materials	$4,000		$4,000		$4,000		$4,000		$4,000	
21	Textbooks	$0		$0		$0		$0		$0	
22	Curriculum	$0		$0		$0		$0		$0	
23	Professional Development	$0		$0		$0		$0		$0	
24	Assessments	$0		$0		$0		$0		$0	
25	Other Educational Program	$0		$0		$0		$0		$0	
26	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
27	Classroom Technology	$0		$0		$0		$0		$0	
28	School Climate	$0		$0		$0		$0		$0	
29	Computers	$0		$0		$0		$0		$0	
30	Contracted Services	$107,526		$121,421		$139,948		$153,843		$153,843	
31	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$111,526**		**$125,421**		**$143,948**		**$157,843**		**$157,843**	
	Operations and Maintenance of Facilities										
32	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
33	Rent	$0		$0		$0		$0		$0	
34	Mortgage	$0		$0		$0		$0		$0	
35	Utilities	$0		$0		$0		$0		$0	
36	Maintenance	$0		$0		$0		$0		$0	
37	Telephone/Communications	$0		$0		$0		$0		$0	
38	Construction	$0		$0		$0		$0		$0	
39	Renovation	$0		$0		$0		$0		$0	
40	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
41	Equipment Purchase	$0		$0		$0		$0		$0	
42	Supplies and Materials	$0		$0		$0		$0		$0	
43	Printing and Copying	$0		$0		$0		$0		$0	
44	Postage and Shipping	$0		$0		$0		$0		$0	
45	Enrollment / Recruitment	$0		$0		$0		$0		$0	
46	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
47	Technology Plan	$0		$0		$0		$0		$0	
48	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
49	Fees	$0		$0		$0		$0		$0	
50	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
51	Curriculum	$0		$0		$0		$0		$0	
52	Accounting and Payroll	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	FEDERAL EXPENDITURES	**$226,951**		**$240,846**		**$259,372**		**$273,267**		**$273,267**	
54	**# Students**	216		232		248		264		264	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

OTHER FUNDS

Charter School Application Budget Worksheet — **Gateway Lab School**

	Other Funds										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
1	CSD Settlement	$24,798		$27,278		$30,033		$31,687		$31,687	
2	Foundation Funds	$0		$0		$0		$0		$0	
3	Donations	$0		$0		$0		$0		$0	
4	Construction / Bank Loans	$0		$0		$0		$0		$0	
5	Cafeteria Funds	$0		$0		$0		$0		$0	
6	Prior Year Carryover Funds	$0		$0		$0		$1		$0	
	TOTAL OTHER REVENUE	**$24,798**		**$27,278**		**$30,034**		**$31,687**		**$31,687**	
	Other Expenses										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
7	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
14	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
15	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
16	Other	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
17	Other Employer Costs (32.26% of Salaries)	$0		$0		$0		$0		$0	
18	Health Insurance	$0		$0		$0		$0		$0	
19	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**
	Student Support										
20	Transportation	$0		$0		$0		$0		$0	
21	Extra Curricular Transportation	$0		$0		$0		$0		$0	
22	Cafeteria	$0		$0		$0		$0		$0	
23	Extra Curricular	$0		$0		$0		$0		$0	
24	Supplies and Materials	$0		$0		$0		$0		$0	
25	Textbooks	$0		$0		$0		$0		$0	
26	Curriculum	$0		$0		$0		$0		$0	
27	Professional Development	$0		$0		$0		$0		$0	
28	Assessments	$0		$0		$0		$0		$0	
29	Other Educational Program	$0		$0		$0		$0		$0	
30	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
31	Classroom Technology	$24,798		$27,278		$30,033		$31,687		$31,687	
32	School Climate	$0		$0		$0		$0		$0	
33	Computers	$0		$0		$0		$0		$0	
34	Contracted Services	$0		$0		$0		$0		$0	
35	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$24,798**		**$27,278**		**$30,033**		**$31,687**		**$31,687**	
	Operations and Maintenance of Facilities										
36	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
37	Rent	$0		$0		$0		$0		$0	
38	Mortgage	$0		$0		$0		$0		$0	
39	Utilities	$0		$0		$0		$0		$0	
40	Maintenance	$0		$0		$0		$0		$0	
41	Telephone/Communications	$0		$0		$0		$0		$0	
42	Construction	$0		$0		$0		$0		$0	
43	Renovation	$0		$0		$0		$0		$0	
44	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
45	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
46	Equipment Purchase	$0		$0		$0		$0		$0	
47	Supplies and Materials	$0		$0		$0		$0		$0	
48	Printing and Copying	$0		$0		$0		$0		$0	
49	Postage and Shipping	$0		$0		$0		$0		$0	
50	Enrollment / Recruitment	$0		$0		$0		$0		$0	
51	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
52	Technology Plan	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
54	Fees	$0		$0		$0		$0		$0	
55	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
56	Curriculum	$0		$0		$0		$0		$0	
57	Accounting and Payroll	$0		$0		$0		$0		$0	
58	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	OTHER EXPENDITURES	**$24,798**		**$27,278**		**$30,033**		**$31,687**		**$31,687**	
59	**# Students**	216		232		248		264		264	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$1**		**$0**		**$0**	

FY2022

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2022 ENROLLMENT OF 216							
					STATE REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units			**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			16	M	48,862	21,612	70,474
1.0			10	M	42,599	21,438	64,037
1.0			8	M	38,964	8,264	47,228
1.0			9	M	41,569	12,460	54,029
1.0			4	B30	33,730	8,264	41,994
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			4	B	31,438	0	31,438
1.0			18	M15	49,943	8,264	58,207
1.0			8	B	35,332	12,177	47,509
0.39			3	B	11,871	3,124	14,995
1.0			18	B30	44,737	0	44,737
1.0			3	B30	32,727	12,177	44,904
1.0			9	M	41,569	0	41,569
1.0			11	M	43,655	21,612	65,266
1.0			6	B	33,243	8,264	41,507
1.0			4	B30	33,730	12,737	46,467
1.0			4	B15	32,583	8,264	40,847
1.0			18	M	48,862	0	48,862
1.0			17	M45	53,063	0	53,063
1.0			7	M	37,934	12,737	50,671
1.0			18	M45	53,063	8,264	61,327
24.39							
Nurse	0.18		17	B	8,145	2,278	10,423
Visiting Teacher	0.10				4,766	1,246	6,011
Academic Exc	0.86				36,583	10,713	47,296
Related Services-Basic	0.21				10,179	2,657	12,837
Related Services-Intense	0.76				36,135	9,445	45,580
Related Services-Complex	2.69				151,148	29,063	180,211
					1,298,366	330,900	1,629,267

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	3		18	M	68,187	12,457	80,644
11 Month Supvr	0.16				10,265	1,993	12,258
Transportation Supvr	0.03				1,925	374	2,298
					147,499	36,262	183,761
SECRETARIES					**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
			STEP				
1.0			9	B			0
1.0			14	ND	44,905	21,428	66,333
					69,352	38,002	107,354
CUSTODIANS					**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
			STEP				
3.0					84,006	37,371	121,377
					84,006	37,371	121,377
CAFETERIA					**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
			STEP				
	0.73				18,892	9,094	27,986
	1.34				18,869	16,692	35,561
					37,761	25,786	63,547

TOTAL SALARY					1,636,985		
TOTAL HEALTH INS					468,321		
OEC	0.3226				528,091		
TOTAL SALARY & OEC					2,633,397		
Division II--AOC		2,925			5,496		
Division II--Energy		2,387			58,219		
Division III--Equalization		6,786			165,518		
Division III--Visiting Teacher		0.10			679		
Division III--Psychologists		0.21			567		
AE Division III		0.86			5,836		
AE Division II		0.86			2,516		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		211			209,880		
TOTAL OTHER SOURCES					574,896		
SALARY & OTHER					**3,208,294**		

Charter School Name:	Gateway Lab School												
								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2					
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20					
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4					
Please enter the following information:						Special Students 4-12 Intense		6					
Specify grade configuration for the year of estimate		3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6					
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex										
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.													
Enter the number of tenth graders in the box in cell location J12													
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**24.39**							
$2,710,180	$1,670,573	**$4,380,753**			Enter Estimated # of 10th Graders Here				0				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	**$0**
Regular Students 4-12	1.00	$1,612.81	**$1,613**
Special Students 4-12 Basic	3.00	$3,840.02	**$11,520**
Special Students 4-12 Intense	0.00	$5,376.02	**$0**
Special Students 4-12 Complex	0.00	$12,406.20	**$0**
Totals	**4.00**		**$13,133**

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	**$0**
Regular Students 4-12	7.00	$4,221.79	**$29,553**
Special Students 4-12 Basic	3.00	$10,051.89	**$30,156**
Special Students 4-12 Intense	1.00	$14,072.65	**$14,073**
Special Students 4-12 Complex	1.00	$32,475.33	**$32,475**
Totals	**12.00**		**$106,256**

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	**$0**
Regular Students 4-12	0.00	$1,194.24	**$0**
Special Students 4-12 Basic	0.00	$2,843.44	**$0**
Special Students 4-12 Intense	0.00	$3,980.81	**$0**
Special Students 4-12 Complex	0.00	$9,186.48	**$0**
Totals	**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	**$0**
Regular Students 4-12	0.00	$2,563.17	**$0**
Special Students 4-12 Basic	0.00	$6,102.78	**$0**
Special Students 4-12 Intense	0.00	$8,543.89	**$0**
Special Students 4-12 Complex	0.00	$19,716.66	**$0**
Totals	**0.00**		**$0**

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	**$0**
Regular Students 4-12	0.00	$976.67	**$0**
Special Students 4-12 Basic	2.00	$2,325.41	**$4,651**
Special Students 4-12 Intense	0.00	$3,255.58	**$0**
Special Students 4-12 Complex	0.00	$7,512.88	**$0**
Totals	**2.00**		**$4,651**

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	3.00	$4,806.57	**$14,420**
Regular Students 4-12	55.00	$3,893.32	**$214,133**
Special Students 4-12 Basic	20.00	$9,269.82	**$185,396**
Special Students 4-12 Intense	7.00	$12,977.74	**$90,844**
Special Students 4-12 Complex	5.00	$29,948.64	**$149,743**
Totals	**90.00**		**$654,536**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	**$0**
Regular Students 4-12	18.00	$2,638.18	**$47,487**
Special Students 4-12 Basic	10.00	$6,281.38	**$62,814**
Special Students 4-12 Intense	4.00	$8,793.93	**$35,176**
Special Students 4-12 Complex	6.00	$20,293.68	**$121,762**
Totals	**38.00**		**$267,239**

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	**$0**
Regular Students 4-12	0.00	$627.65	**$0**
Special Students 4-12 Basic	0.00	$1,494.40	**$0**
Special Students 4-12 Intense	0.00	$2,092.16	**$0**
Special Students 4-12 Complex	0.00	$4,828.06	**$0**
Totals	**0.00**		**$0**

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	**$0**
Regular Students 4-12	0.00	$2,430.75	**$0**
Special Students 4-12 Basic	0.00	$5,787.49	**$0**
Special Students 4-12 Intense	0.00	$8,102.49	**$0**
Special Students 4-12 Complex	0.00	$18,698.04	**$0**
Totals	**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	**$0**
Regular Students 4-12	0.00	$1,119.44	**$0**
Special Students 4-12 Basic	0.00	$2,665.33	**$0**
Special Students 4-12 Intense	0.00	$3,731.47	**$0**
Special Students 4-12 Complex	0.00	$8,611.08	**$0**
Totals	**0.00**		**$0**

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	**$0**
Regular Students 4-12	0.00	$558.66	**$0**
Special Students 4-12 Basic	0.00	$1,330.13	**$0**
Special Students 4-12 Intense	0.00	$1,862.19	**$0**
Special Students 4-12 Complex	0.00	$4,297.35	**$0**
Totals	**0.00**		**$0**

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	**$0**
Regular Students 4-12	0.00	$965.60	**$0**
Special Students 4-12 Basic	0.00	$2,299.04	**$0**
Special Students 4-12 Intense	0.00	$3,218.65	**$0**
Special Students 4-12 Complex	0.00	$7,427.66	**$0**
Totals	**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	2.00	$4,413.19	**$8,826**
Regular Students 4-12	32.00	$3,574.69	**$114,390**
Special Students 4-12 Basic	14.00	$8,511.16	**$119,156**
Special Students 4-12 Intense	13.00	$11,915.63	**$154,903**
Special Students 4-12 Complex	8.00	$27,497.60	**$219,981**
Totals	**69.00**		**$617,257**

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	**$0**
Regular Students 4-12	0.00	$859.95	**$0**
Special Students 4-12 Basic	0.00	$2,047.49	**$0**
Special Students 4-12 Intense	0.00	$2,866.48	**$0**
Special Students 4-12 Complex	0.00	$6,614.96	**$0**
Totals	**0.00**		**$0**

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	**$0**
Regular Students 4-12	0.00	$975.18	**$0**
Special Students 4-12 Basic	0.00	$2,321.86	**$0**
Special Students 4-12 Intense	0.00	$3,250.60	**$0**
Special Students 4-12 Complex	1.00	$7,501.39	**$7,501**
Totals	**1.00**		**$7,501**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	**$0**
Regular Students 4-12	0.00	$829.59	**$0**
Special Students 4-12 Basic	0.00	$1,975.23	**$0**
Special Students 4-12 Intense	0.00	$2,765.32	**$0**
Special Students 4-12 Complex	0.00	$6,381.50	**$0**
Totals	**0.00**		**$0**

FY2023

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2023 ENROLLMENT OF 232							
					STATE REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units			**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			17	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			11	M	43,655	21,438	65,093
1.0			9	M	41,569	8,264	49,833
1.0			10	M	42,599	12,460	55,059
1.0			5	B30	34,301	8,264	42,565
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			18	M15	49,943	8,264	58,207
1.0			9	B	36,362	12,177	48,539
0.14			4	B	4,401	1,121	5,523
1.0			18	B30	44,737	0	44,737
1.0					42,538	12,457	54,995
1.0			4	B30	33,730	12,177	45,907
1.0			10	M	42,599	0	42,599
1.0			12	M	44,688	21,612	66,299
1.0			7	B	34,301	8,264	42,566
1.0			5	B30	34,301	12,737	47,038
1.0			5	B15	33,243	8,264	41,507
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			8	M	38,964	12,737	51,701
1.0			18	M45	53,063	8,264	61,327
1.0					42,538	12,457	54,995
26.14							
Nurse	0.20		18	B	8,685	2,443	11,127
Visiting Teacher	0.10				4,766	1,246	6,011
Academic Exc	0.93				39,560	11,585	51,145
Related Services-Basic	0.23				11,176	2,918	14,093
Related Services-Intense	0.79				37,652	9,830	47,482
Related Services-Complex	2.82				158,453	30,682	189,135
					1,413,084	369,569	1,782,654

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	3		18	M	68,187	12,457	80,644
Assistant Principal	0.65				40,518	8,097	48,615
11 Month Supvr	0.17				10,907	2,118	13,024
Transportation Supvr	0.03				1,925	374	2,298
					188,659	44,483	233,143

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					24,447	16,574	41,021
1.0			15	ND	44,905	21,428	66,333
					69,352	38,002	107,354

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.44				20,277	17,938	38,215
					39,169	27,032	66,201

TOTAL SALARY					1,794,271		
TOTAL HEALTH INS					516,458		
OEC	0.3226				578,832		
TOTAL SALARY & OEC					2,889,561		
Division II--AOC		2,925			5,737		
Division II--Energy		2,387			62,396		
Division III--Equalization		6,786			177,394		
Division III--Visiting Teacher		0.10			679		
Division III--Psychologists		0.23			624		
AE Division III		0.93			6,311		
AE Division II		0.93			2,720		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		227			225,795		
TOTAL OTHER SOURCES					607,843		
SALARY & OTHER					**3,497,403**		

Charter School Name:	Gateway Lab School												
								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2					
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20					
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4					
Please enter the following information:						Special Students 4-12 Intense		6					
Specify grade configuration for the year of estimate		3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6					
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex										
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.													
Enter the number of tenth graders in the box in cell location J12													
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**26.14**							
$2,934,496	$1,788,832	**$4,723,328**			Enter Estimated # of 10th Graders Here				0				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	$0
Regular Students 4-12	1.00	$1,612.81	$1,613
Special Students 4-12 Basic	3.00	$3,840.02	$11,520
Special Students 4-12 Intense	0.00	$5,376.02	$0
Special Students 4-12 Complex	0.00	$12,406.20	$0
Totals	4.00		$13,133

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	$0
Regular Students 4-12	6.00	$4,221.79	$25,331
Special Students 4-12 Basic	3.00	$10,051.89	$30,156
Special Students 4-12 Intense	1.00	$14,072.65	$14,073
Special Students 4-12 Complex	2.00	$32,475.33	$64,951
Totals	12.00		$134,510

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	$0
Regular Students 4-12	0.00	$1,194.24	$0
Special Students 4-12 Basic	0.00	$2,843.44	$0
Special Students 4-12 Intense	0.00	$3,980.81	$0
Special Students 4-12 Complex	0.00	$9,186.48	$0
Totals	0.00		$0

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	$0
Regular Students 4-12	0.00	$2,563.17	$0
Special Students 4-12 Basic	0.00	$6,102.78	$0
Special Students 4-12 Intense	0.00	$8,543.89	$0
Special Students 4-12 Complex	0.00	$19,716.66	$0
Totals	0.00		$0

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	$0
Regular Students 4-12	0.00	$976.67	$0
Special Students 4-12 Basic	2.00	$2,325.41	$4,651
Special Students 4-12 Intense	0.00	$3,255.58	$0
Special Students 4-12 Complex	0.00	$7,512.88	$0
Totals	2.00		$4,651

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	14.00	$4,806.57	$67,292
Regular Students 4-12	51.00	$3,893.32	$198,559
Special Students 4-12 Basic	23.00	$9,269.82	$213,206
Special Students 4-12 Intense	7.00	$12,977.74	$90,844
Special Students 4-12 Complex	4.00	$29,948.64	$119,795
Totals	99.00		$689,696

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	$0
Regular Students 4-12	17.00	$2,638.18	$44,849
Special Students 4-12 Basic	11.00	$6,281.38	$69,095
Special Students 4-12 Intense	4.00	$8,793.93	$35,176
Special Students 4-12 Complex	5.00	$20,293.68	$101,468
Totals	37.00		$250,588

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	$0
Regular Students 4-12	0.00	$627.65	$0
Special Students 4-12 Basic	0.00	$1,494.40	$0
Special Students 4-12 Intense	0.00	$2,092.16	$0
Special Students 4-12 Complex	0.00	$4,828.06	$0
Totals	0.00		$0

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	$0
Regular Students 4-12	0.00	$2,430.75	$0
Special Students 4-12 Basic	0.00	$5,787.49	$0
Special Students 4-12 Intense	0.00	$8,102.49	$0
Special Students 4-12 Complex	0.00	$18,698.04	$0
Totals	0.00		$0

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	$0
Regular Students 4-12	0.00	$1,119.44	$0
Special Students 4-12 Basic	0.00	$2,665.33	$0
Special Students 4-12 Intense	0.00	$3,731.47	$0
Special Students 4-12 Complex	0.00	$8,611.08	$0
Totals	0.00		$0

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	$0
Regular Students 4-12	0.00	$558.66	$0
Special Students 4-12 Basic	0.00	$1,330.13	$0
Special Students 4-12 Intense	0.00	$1,862.19	$0
Special Students 4-12 Complex	0.00	$4,297.35	$0
Totals	0.00		$0

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	$0
Regular Students 4-12	0.00	$965.60	$0
Special Students 4-12 Basic	0.00	$2,299.04	$0
Special Students 4-12 Intense	0.00	$3,218.65	$0
Special Students 4-12 Complex	0.00	$7,427.66	$0
Totals	0.00		$0

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	10.00	$4,413.19	$44,132
Regular Students 4-12	29.00	$3,574.69	$103,666
Special Students 4-12 Basic	14.00	$8,511.16	$119,156
Special Students 4-12 Intense	14.00	$11,915.63	$166,819
Special Students 4-12 Complex	9.00	$27,497.60	$247,478
Totals	76.00		$681,251

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	$0
Regular Students 4-12	0.00	$859.95	$0
Special Students 4-12 Basic	0.00	$2,047.49	$0
Special Students 4-12 Intense	0.00	$2,866.48	$0
Special Students 4-12 Complex	0.00	$6,614.96	$0
Totals	0.00		$0

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	$0
Regular Students 4-12	0.00	$975.18	$0
Special Students 4-12 Basic	0.00	$2,321.86	$0
Special Students 4-12 Intense	0.00	$3,250.60	$0
Special Students 4-12 Complex	2.00	$7,501.39	$15,003
Totals	2.00		$15,003

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	$0
Regular Students 4-12	0.00	$829.59	$0
Special Students 4-12 Basic	0.00	$1,975.23	$0
Special Students 4-12 Intense	0.00	$2,765.32	$0
Special Students 4-12 Complex	0.00	$6,381.50	$0
Totals	0.00		$0

FY2024

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2024 ENROLLMENT OF 248							
					STATE REVENUE		
TEACHERS					STATE	STATE	Total
Units			STEP	DEG	SALARY	HEALTH INS	S & H
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			18	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			12	M	44,688	21,438	66,126
1.0			10	M	42,599	8,264	50,863
1.0			11	M	43,655	12,460	56,115
1.0			6	B30	35,332	8,264	43,596
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			6	B	33,243	0	33,243
1.0			18	M15	49,943	8,264	58,207
1.0			10	B	37,421	12,177	49,598
0.41			5	B	13,207	3,284	16,491
1.0			18	B30	44,737	0	44,737
1.0					42,538	12,457	54,995
1.0			5	B30	34,301	12,177	46,479
1.0			11	M	43,655	0	43,655
1.0			13	M	45,744	21,612	67,355
1.0			8	B	35,332	8,264	43,596
1.0			6	B30	35,332	12,737	48,069
1.0			6	B15	34,301	8,264	42,565
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			9	M	41,569	12,737	54,306
1.0			18	M45	53,063	8,264	61,327
1.0					42,538	12,457	54,995
1.0					42,538	12,457	54,995
28.41							
Nurse	0.21		18	B	9,442	2,655	12,096
Visiting Teacher	0.11				5,242	1,370	6,613
Academic Exc	0.99				42,113	12,332	54,445
Related Services-Basic	0.26				12,172	3,178	15,349
Related Services-Intense	0.85				40,515	10,577	51,092
Related Services-Complex	3.08				173,062	33,921	206,983
					1,533,542	389,519	1,923,061

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	3		18	M	68,187	12,457	80,644
Assistant Principal	0.65				40,518	8,097	48,615
11 Month Supvr	0.19				12,190	2,367	14,556
Transportation Supvr	0.03				1,925	374	2,298
					189,942	44,733	234,675

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					24,447	16,574	41,021
1.0			16	ND	44,905	21,428	66,333
					69,352	38,002	107,354

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.54				21,685	19,184	40,869
					40,577	28,277	68,855

TOTAL SALARY					1,917,420		
TOTAL HEALTH INS					537,903		
OEC	0.3226				618,560		
TOTAL SALARY & OEC					3,073,882		
Division II--AOC		2,925			7,500		
Division II--Energy		2,387			67,815		
Division III--Equalization		6,786			192,799		
Division III--Visiting Teacher		0.11			746		
Division III--Psychologists		0.26			680		
AE Division III		0.99			6,718		
AE Division II		0.99			2,896		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		243			241,710		
TOTAL OTHER SOURCES					647,051		
SALARY & OTHER					**3,720,933**		

Charter School Name:	Gateway Lab School												
								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2					
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20					
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4					
Please enter the following information:						Special Students 4-12 Intense		6					
Specify grade configuration for the year of estimate		3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6					
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex										
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.													
Enter the number of tenth graders in the box in cell location J12													
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**28.41**							
$3,147,235	$1,952,153	**$5,099,388**			Enter Estimated # of 10th Graders Here				0				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	$0
Regular Students 4-12	1.00	$1,612.81	$1,613
Special Students 4-12 Basic	3.00	$3,840.02	$11,520
Special Students 4-12 Intense	0.00	$5,376.02	$0
Special Students 4-12 Complex	0.00	$12,406.20	$0
Totals	4.00		$13,133

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	$0
Regular Students 4-12	5.00	$4,221.79	$21,109
Special Students 4-12 Basic	3.00	$10,051.89	$30,156
Special Students 4-12 Intense	1.00	$14,072.65	$14,073
Special Students 4-12 Complex	2.00	$32,475.33	$64,951
Totals	11.00		$130,288

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	$0
Regular Students 4-12	0.00	$1,194.24	$0
Special Students 4-12 Basic	0.00	$2,843.44	$0
Special Students 4-12 Intense	0.00	$3,980.81	$0
Special Students 4-12 Complex	0.00	$9,186.48	$0
Totals	0.00		$0

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	$0
Regular Students 4-12	0.00	$2,563.17	$0
Special Students 4-12 Basic	0.00	$6,102.78	$0
Special Students 4-12 Intense	0.00	$8,543.89	$0
Special Students 4-12 Complex	0.00	$19,716.66	$0
Totals	0.00		$0

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	$0
Regular Students 4-12	0.00	$976.67	$0
Special Students 4-12 Basic	2.00	$2,325.41	$4,651
Special Students 4-12 Intense	0.00	$3,255.58	$0
Special Students 4-12 Complex	0.00	$7,512.88	$0
Totals	2.00		$4,651

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	29.00	$4,806.57	$139,391
Regular Students 4-12	43.00	$3,893.32	$167,413
Special Students 4-12 Basic	25.00	$9,269.82	$231,746
Special Students 4-12 Intense	8.00	$12,977.74	$103,822
Special Students 4-12 Complex	4.00	$29,948.64	$119,795
Totals	109.00		$762,165

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	$0
Regular Students 4-12	14.00	$2,638.18	$36,935
Special Students 4-12 Basic	11.00	$6,281.38	$69,095
Special Students 4-12 Intense	4.00	$8,793.93	$35,176
Special Students 4-12 Complex	6.00	$20,293.68	$121,762
Totals	35.00		$262,968

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	$0
Regular Students 4-12	0.00	$627.65	$0
Special Students 4-12 Basic	0.00	$1,494.40	$0
Special Students 4-12 Intense	0.00	$2,092.16	$0
Special Students 4-12 Complex	0.00	$4,828.06	$0
Totals	0.00		$0

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	$0
Regular Students 4-12	0.00	$2,430.75	$0
Special Students 4-12 Basic	0.00	$5,787.49	$0
Special Students 4-12 Intense	0.00	$8,102.49	$0
Special Students 4-12 Complex	0.00	$18,698.04	$0
Totals	0.00		$0

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	$0
Regular Students 4-12	0.00	$1,119.44	$0
Special Students 4-12 Basic	0.00	$2,665.33	$0
Special Students 4-12 Intense	0.00	$3,731.47	$0
Special Students 4-12 Complex	0.00	$8,611.08	$0
Totals	0.00		$0

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	$0
Regular Students 4-12	0.00	$558.66	$0
Special Students 4-12 Basic	0.00	$1,330.13	$0
Special Students 4-12 Intense	0.00	$1,862.19	$0
Special Students 4-12 Complex	0.00	$4,297.35	$0
Totals	0.00		$0

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	$0
Regular Students 4-12	0.00	$965.60	$0
Special Students 4-12 Basic	0.00	$2,299.04	$0
Special Students 4-12 Intense	0.00	$3,218.65	$0
Special Students 4-12 Complex	0.00	$7,427.66	$0
Totals	0.00		$0

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	20.00	$4,413.19	$88,264
Regular Students 4-12	24.00	$3,574.69	$85,793
Special Students 4-12 Basic	16.00	$8,511.16	$136,179
Special Students 4-12 Intense	15.00	$11,915.63	$178,734
Special Students 4-12 Complex	10.00	$27,497.60	$274,976
Totals	85.00		$763,945

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	$0
Regular Students 4-12	0.00	$859.95	$0
Special Students 4-12 Basic	0.00	$2,047.49	$0
Special Students 4-12 Intense	0.00	$2,866.48	$0
Special Students 4-12 Complex	0.00	$6,614.96	$0
Totals	0.00		$0

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	$0
Regular Students 4-12	0.00	$975.18	$0
Special Students 4-12 Basic	0.00	$2,321.86	$0
Special Students 4-12 Intense	0.00	$3,250.60	$0
Special Students 4-12 Complex	2.00	$7,501.39	$15,003
Totals	2.00		$15,003

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	$0
Regular Students 4-12	0.00	$829.59	$0
Special Students 4-12 Basic	0.00	$1,975.23	$0
Special Students 4-12 Intense	0.00	$2,765.32	$0
Special Students 4-12 Complex	0.00	$6,381.50	$0
Totals	0.00		$0

FY2025

STATE REVENUE

FUNDING SUMMARY

Gateway Lab School							
FY2025 ENROLLMENT OF 264							
					STATE REVENUE		
TEACHERS					STATE	STATE	Total
Units			STEP	DEG	SALARY	HEALTH INS	S & H
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			18	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			13	M	45,744	21,438	67,182
1.0			11	M	43,655	8,264	51,919
1.0			12	M	44,688	12,460	57,148
1.0			7	B30	36,362	8,264	44,626
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			7	B	34,301	0	34,301
1.0			18	M15	49,943	8,264	58,207
1.0			11	B	38,512	12,177	50,689
0.18			6	B	5,984	1,442	7,426
1.0			18	B30	44,737	0	44,737
1.0					42,538	12,457	54,995
1.0			6	B30	35,332	12,177	47,509
1.0			12	M	44,688	0	44,688
1.0			14	M	46,773	21,612	68,385
1.0			9	B	36,362	8,264	44,626
1.0			7	B30	36,362	12,737	49,099
1.0			18	M	42,538	12,457	54,995
1.0			7	B15	35,332	8,264	43,596
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			10	M	42,599	12,737	55,336
1.0			18	M45	53,063	8,264	61,327
1.0					42,538	12,457	54,995
1.0					42,538	12,457	54,995
1.0					42,538	12,457	54,995
30.18							
Nurse	0.23		18	B	10,034	2,820	12,854
Visiting Teacher	0.12				5,719	1,495	7,214
Academic Exc	1.06				45,090	13,204	58,295
Related Services-Basic	0.27				13,034	3,403	16,437
Related Services-Intense	0.91				43,378	11,325	54,703
Related Services-Complex	3.21				180,179	35,540	215,720
					1,639,821	416,345	2,056,166

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	3		18	M	68,187	12,457	80,644
Assistant Principal	1.00				62,336	12,457	74,793
11 Month Supvr	0.20				12,831	2,491	15,323
Transportation Supvr	0.04				2,566	498	3,065
					213,043	49,342	262,385

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					24,447	16,574	41,021
1.0			17	ND	44,905	21,428	66,333
					69,352	38,002	107,354

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.64				23,093	20,429	43,522
					41,985	29,523	71,508

TOTAL SALARY					2,048,207		
TOTAL HEALTH INS					570,583		
OEC	0.3226				660,752		
TOTAL SALARY & OEC					3,279,542		
Division II--AOC		2,925			7,800		
Division II--Energy		2,387			72,040		
Division III--Equalization		6,786			204,811		
Division III--Visiting Teacher		0.12			814		
Division III--Psychologists		0.27			729		
AE Division III		1.06			7,193		
AE Division II		1.06			3,101		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		259			257,625		
TOTAL OTHER SOURCES					680,299		
SALARY & OTHER					**3,959,841**		

Charter School Name:	Gateway Lab School												
								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2					
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20					
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4					
Please enter the following information:						Special Students 4-12 Intense		6					
Specify grade configuration for the year of estimate		3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6					
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex										
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.													
Enter the number of tenth graders in the box in cell location J12													
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**30.18**							
$3,400,866	$2,071,072	**$5,471,938**			Enter Estimated # of 10th Graders Here				0				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	$0
Regular Students 4-12	1.00	$1,612.81	$1,613
Special Students 4-12 Basic	3.00	$3,840.02	$11,520
Special Students 4-12 Intense	0.00	$5,376.02	$0
Special Students 4-12 Complex	0.00	$12,406.20	$0
Totals	4.00		$13,133

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	$0
Regular Students 4-12	5.00	$4,221.79	$21,109
Special Students 4-12 Basic	3.00	$10,051.89	$30,156
Special Students 4-12 Intense	2.00	$14,072.65	$28,145
Special Students 4-12 Complex	2.00	$32,475.33	$64,951
Totals	12.00		$144,361

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	$0
Regular Students 4-12	0.00	$1,194.24	$0
Special Students 4-12 Basic	0.00	$2,843.44	$0
Special Students 4-12 Intense	0.00	$3,980.81	$0
Special Students 4-12 Complex	0.00	$9,186.48	$0
Totals	0.00		$0

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	$0
Regular Students 4-12	0.00	$2,563.17	$0
Special Students 4-12 Basic	0.00	$6,102.78	$0
Special Students 4-12 Intense	0.00	$8,543.89	$0
Special Students 4-12 Complex	0.00	$19,716.66	$0
Totals	0.00		$0

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	$0
Regular Students 4-12	0.00	$976.67	$0
Special Students 4-12 Basic	2.00	$2,325.41	$4,651
Special Students 4-12 Intense	0.00	$3,255.58	$0
Special Students 4-12 Complex	0.00	$7,512.88	$0
Totals	2.00		$4,651

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	39.00	$4,806.57	$187,456
Regular Students 4-12	39.00	$3,893.32	$151,839
Special Students 4-12 Basic	26.00	$9,269.82	$241,015
Special Students 4-12 Intense	7.00	$12,977.74	$90,844
Special Students 4-12 Complex	4.00	$29,948.64	$119,795
Totals	115.00		$790,950

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	$0
Regular Students 4-12	13.00	$2,638.18	$34,296
Special Students 4-12 Basic	12.00	$6,281.38	$75,377
Special Students 4-12 Intense	5.00	$8,793.93	$43,970
Special Students 4-12 Complex	7.00	$20,293.68	$142,056
Totals	37.00		$295,698

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	$0
Regular Students 4-12	0.00	$627.65	$0
Special Students 4-12 Basic	0.00	$1,494.40	$0
Special Students 4-12 Intense	0.00	$2,092.16	$0
Special Students 4-12 Complex	0.00	$4,828.06	$0
Totals	0.00		$0

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	$0
Regular Students 4-12	0.00	$2,430.75	$0
Special Students 4-12 Basic	0.00	$5,787.49	$0
Special Students 4-12 Intense	0.00	$8,102.49	$0
Special Students 4-12 Complex	0.00	$18,698.04	$0
Totals	0.00		$0

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	$0
Regular Students 4-12	0.00	$1,119.44	$0
Special Students 4-12 Basic	0.00	$2,665.33	$0
Special Students 4-12 Intense	0.00	$3,731.47	$0
Special Students 4-12 Complex	0.00	$8,611.08	$0
Totals	0.00		$0

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	$0
Regular Students 4-12	0.00	$558.66	$0
Special Students 4-12 Basic	0.00	$1,330.13	$0
Special Students 4-12 Intense	0.00	$1,862.19	$0
Special Students 4-12 Complex	0.00	$4,297.35	$0
Totals	0.00		$0

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	$0
Regular Students 4-12	0.00	$965.60	$0
Special Students 4-12 Basic	0.00	$2,299.04	$0
Special Students 4-12 Intense	0.00	$3,218.65	$0
Special Students 4-12 Complex	0.00	$7,427.66	$0
Totals	0.00		$0

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	26.00	$4,413.19	$114,743
Regular Students 4-12	23.00	$3,574.69	$82,218
Special Students 4-12 Basic	17.00	$8,511.16	$144,690
Special Students 4-12 Intense	16.00	$11,915.63	$190,650
Special Students 4-12 Complex	10.00	$27,497.60	$274,976
Totals	92.00		$807,277

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	$0
Regular Students 4-12	0.00	$859.95	$0
Special Students 4-12 Basic	0.00	$2,047.49	$0
Special Students 4-12 Intense	0.00	$2,866.48	$0
Special Students 4-12 Complex	0.00	$6,614.96	$0
Totals	0.00		$0

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	$0
Regular Students 4-12	0.00	$975.18	$0
Special Students 4-12 Basic	0.00	$2,321.86	$0
Special Students 4-12 Intense	0.00	$3,250.60	$0
Special Students 4-12 Complex	2.00	$7,501.39	$15,003
Totals	2.00		$15,003

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	$0
Regular Students 4-12	0.00	$829.59	$0
Special Students 4-12 Basic	0.00	$1,975.23	$0
Special Students 4-12 Intense	0.00	$2,765.32	$0
Special Students 4-12 Complex	0.00	$6,381.50	$0
Totals	0.00		$0

FY2026

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2026 ENROLLMENT OF 264							
					STATE REVENUE		
TEACHERS					STATE	STATE	Total
Units			STEP	DEG	SALARY	HEALTH INS	S & H
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			18	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			14	M	46,773	21,438	68,211
1.0			12	M	44,688	8,264	52,952
1.0			13	M	45,744	12,460	58,204
1.0			8	B30	37,421	8,264	45,685
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			8	B	35,332	0	35,332
1.0			18	M15	49,943	8,264	58,207
1.0			12	B	38,512	12,177	50,689
0.18			7	B	6,174	1,442	7,616
1.0			18	B30	44,737	0	44,737
1.0					42,538	12,457	54,995
1.0			7	B30	36,362	12,177	48,539
1.0			13	M	45,744	0	45,744
1.0			15	M	47,806	21,612	69,418
1.0			10	B	37,421	8,264	45,685
1.0			8	B30	37,421	12,737	50,158
1.0			18	M	42,538	12,457	54,995
1.0			8	B15	36,362	8,264	44,626
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			11	M	43,655	12,737	56,392
1.0			18	M45	53,063	8,264	61,327
1.0					42,538	12,457	54,995
1.0					42,538	12,457	54,995
1.0					42,538	12,457	54,995
30.18							
Nurse	0.23		18	B	10,034	2,820	12,854
Visiting Teacher	0.12				5,719	1,495	7,214
Academic Exc	1.06				45,090	13,204	58,295
Related Services-Basic	0.27				13,034	3,403	16,437
Related Services-Intense	0.91				43,378	11,325	54,703
Related Services-Complex	3.21				180,179	35,540	215,720
					1,652,542	416,345	2,068,887

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	3		18	M	68,187	12,457	80,644
Assistant Principal	1.00				62,336	12,457	74,793
11 Month Supvr	0.20				12,831	2,491	15,323
Transportation Supvr	0.04				2,566	498	3,065
					213,043	49,342	262,385

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					24,447	16,574	41,021
1.0			18	ND	44,905	21,428	66,333
					69,352	38,002	107,354

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.64				23,093	20,429	43,522
					41,985	29,523	71,508

TOTAL SALARY					2,060,928		
TOTAL HEALTH INS					570,583		
OEC	0.3226				664,855		
TOTAL SALARY & OEC					3,296,367		
Division II--AOC		2,925			7,800		
Division II--Energy		2,387			72,040		
Division III--Equalization		6,786			204,811		
Division III--Visiting Teacher		0.12			814		
Division III--Psychologists		0.27			729		
AE Division III		1.06			7,193		
AE Division II		1.06			3,101		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		259			257,625		
TOTAL OTHER SOURCES					680,299		
SALARY & OTHER					**3,976,666**		

Charter School Name:	Gateway Lab School												
								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2					
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20					
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4					
Please enter the following information:						Special Students 4-12 Intense		6					
Specify grade configuration for the year of estimate		3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6					
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex										
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.													
Enter the number of tenth graders in the box in cell location J12													
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**30.18**							
$3,400,866	$2,071,072	**$5,471,938**			Enter Estimated # of 10th Graders Here				0				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	$0
Regular Students 4-12	1.00	$1,612.81	$1,613
Special Students 4-12 Basic	3.00	$3,840.02	$11,520
Special Students 4-12 Intense	0.00	$5,376.02	$0
Special Students 4-12 Complex	0.00	$12,406.20	$0
Totals	4.00		$13,133

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	$0
Regular Students 4-12	5.00	$4,221.79	$21,109
Special Students 4-12 Basic	3.00	$10,051.89	$30,156
Special Students 4-12 Intense	2.00	$14,072.65	$28,145
Special Students 4-12 Complex	2.00	$32,475.33	$64,951
Totals	12.00		$144,361

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	$0
Regular Students 4-12	0.00	$1,194.24	$0
Special Students 4-12 Basic	0.00	$2,843.44	$0
Special Students 4-12 Intense	0.00	$3,980.81	$0
Special Students 4-12 Complex	0.00	$9,186.48	$0
Totals	0.00		$0

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	$0
Regular Students 4-12	0.00	$2,563.17	$0
Special Students 4-12 Basic	0.00	$6,102.78	$0
Special Students 4-12 Intense	0.00	$8,543.89	$0
Special Students 4-12 Complex	0.00	$19,716.66	$0
Totals	0.00		$0

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	$0
Regular Students 4-12	0.00	$976.67	$0
Special Students 4-12 Basic	2.00	$2,325.41	$4,651
Special Students 4-12 Intense	0.00	$3,255.58	$0
Special Students 4-12 Complex	0.00	$7,512.88	$0
Totals	2.00		$4,651

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	39.00	$4,806.57	$187,456
Regular Students 4-12	39.00	$3,893.32	$151,839
Special Students 4-12 Basic	26.00	$9,269.82	$241,015
Special Students 4-12 Intense	7.00	$12,977.74	$90,844
Special Students 4-12 Complex	4.00	$29,948.64	$119,795
Totals	115.00		$790,950

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	$0
Regular Students 4-12	13.00	$2,638.18	$34,296
Special Students 4-12 Basic	12.00	$6,281.38	$75,377
Special Students 4-12 Intense	5.00	$8,793.93	$43,970
Special Students 4-12 Complex	7.00	$20,293.68	$142,056
Totals	37.00		$295,698

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	$0
Regular Students 4-12	0.00	$627.65	$0
Special Students 4-12 Basic	0.00	$1,494.40	$0
Special Students 4-12 Intense	0.00	$2,092.16	$0
Special Students 4-12 Complex	0.00	$4,828.06	$0
Totals	0.00		$0

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	$0
Regular Students 4-12	0.00	$2,430.75	$0
Special Students 4-12 Basic	0.00	$5,787.49	$0
Special Students 4-12 Intense	0.00	$8,102.49	$0
Special Students 4-12 Complex	0.00	$18,698.04	$0
Totals	0.00		$0

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	$0
Regular Students 4-12	0.00	$1,119.44	$0
Special Students 4-12 Basic	0.00	$2,665.33	$0
Special Students 4-12 Intense	0.00	$3,731.47	$0
Special Students 4-12 Complex	0.00	$8,611.08	$0
Totals	0.00		$0

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	$0
Regular Students 4-12	0.00	$558.66	$0
Special Students 4-12 Basic	0.00	$1,330.13	$0
Special Students 4-12 Intense	0.00	$1,862.19	$0
Special Students 4-12 Complex	0.00	$4,297.35	$0
Totals	0.00		$0

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	$0
Regular Students 4-12	0.00	$965.60	$0
Special Students 4-12 Basic	0.00	$2,299.04	$0
Special Students 4-12 Intense	0.00	$3,218.65	$0
Special Students 4-12 Complex	0.00	$7,427.66	$0
Totals	0.00		$0

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	26.00	$4,413.19	$114,743
Regular Students 4-12	23.00	$3,574.69	$82,218
Special Students 4-12 Basic	17.00	$8,511.16	$144,690
Special Students 4-12 Intense	16.00	$11,915.63	$190,650
Special Students 4-12 Complex	10.00	$27,497.60	$274,976
Totals	92.00		$807,277

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	$0
Regular Students 4-12	0.00	$859.95	$0
Special Students 4-12 Basic	0.00	$2,047.49	$0
Special Students 4-12 Intense	0.00	$2,866.48	$0
Special Students 4-12 Complex	0.00	$6,614.96	$0
Totals	0.00		$0

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	$0
Regular Students 4-12	0.00	$975.18	$0
Special Students 4-12 Basic	0.00	$2,321.86	$0
Special Students 4-12 Intense	0.00	$3,250.60	$0
Special Students 4-12 Complex	2.00	$7,501.39	$15,003
Totals	2.00		$15,003

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	$0
Regular Students 4-12	0.00	$829.59	$0
Special Students 4-12 Basic	0.00	$1,975.23	$0
Special Students 4-12 Intense	0.00	$2,765.32	$0
Special Students 4-12 Complex	0.00	$6,381.50	$0
Totals	0.00		$0

APPENDIX D

PROJECTED BUDGETS FY2022 THROUGH FY2026

80% SCENARIO

PROJECTED BUDGETS FY2022 THROUGH FY2026

EXPLANATION OF BUDGET WORKSHEETS

Revenues:

State & Local

(1) State Revenue Funding Summaries—see attached State Funding Summaries for Projected Fiscal Years FY2022 to FY2026 reflecting revenue estimates for enrollment of 173, 186, 198, 211 and 211 respectively.

State revenue calculations for FY2022 through FY2026 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. For new positions, the calculated average presented within the 11/07/20 State Funding Summary was used.

Each year a step increase was applied based upon the FY2021 approved state salary schedules.

GLS share of the Education $26M reduction was adjusted based upon student incremental change.

No inflation was added given the current economic concerns.

(2) School District Local Fund Transfers— see attached Local Funding Summaries for Projected Fiscal Years FY2022 to FY2026 reflecting revenue estimates for enrollment of 173, 186, 198, 211 and 211 respectively.

Enrollment by district was configured based upon FY2021 student ratios for regular, basic, complex and intense. No inflation has been added given the current spending patterns where local per pupil amounts have diminished for some school districts.

Federal

(1) Entitlement Funding—Federal allocations were projected forward based upon projected incremental change in the special education population.

Other—There are no definitive future awards relating to Foundation Donations

(1) CSD Settlement—Funds were based upon the FY2021 allocation where 65 students were residents of the Christina School District. FY2022 through FY2026 was adjusted incrementally based upon the enrollment increase of students from the Christina School District.

(2) Cafeteria Funds—The Red Clay School District manages this effort for GLS to include the submission of federal reimbursements.

Expenditures:

State & Local

Personnel Salaries/Other Employer Costs

(4 to 12) Staffing was calculated using the degree and experience of current staff paid from an established GLS salary schedule. For new positions, the expense reflects an average GLS salary.

(13) EPER includes compensation for staff development, extracurricular activities and a staff retention bonus.

(14) The FY2021 OEC rate of 32.26% was applied each year.

(15) Health insurance for current staff and the FY2021 average of $12,457 was used for currently vacant and new positions

Student Support—Projected expenses were adjusted to reflect the impact of enrollment at 80%.

(17) Transportation—based upon the annualized FY2021 contracts for 6 buses to transport students to and from school. The proportional adjustments relating to the student change coupled with 2% inflation each.

(21) Supplies & Materials—Instructional and Medical Supplies.

(22) Textbooks—Book purchases.

(24) Professional Development—Travel for Staff training; Association Dues and Conference Fees; and Tuition Reimbursement.

(26) Other Educational Program—resources for Alternate Placements

(27) Therapists—Psychological/Therapists/Speech

(28) Classroom Technology—Computer services

(31) Contracted Services—Temporary and Paraprofessional Services

Operations and Maintenance of Facilities—With the exception of Rent and Telecommunications, projected expenses were adjusted to reflect the impact of enrollment at 80%.

(33) Insurance—Liability coverage

(34) Rent—Lease amendment effective July 1, 2020 reflects a reduction from $392,265.00 in FY2021 to $366,682.50 in FY2022 as reflected in the funding worksheet. The recent amendment expires June 30, 2022. A 3% increase was applied for FY2023 through FY2026 per the increase in the current amendment. The Gateway Lab School is currently working on purchase options with intent to procure a mortgage/debt where the annual obligation would be less than the current annual lease obligation.

(36) Utilities—Electric

(37) Maintenance—B & G Repair and Maintenance

(38) Telephone/Communications—Telephones and Bandwidth

(41) Other—Custodial Services/Supplies and Trash

Administrative/Operations Support—Projected expenses were adjusted to reflect the impact of change in staff and students should enrollment fall to 80%.

(42) Equipment Lease/Maintenance—Photocopiers

(44) Supplies and Materials—Office Supplies

(45) Printing and Copying—Contracted printing and binding of materials

(46) Postage and Shipping

(47) Enrollment/Recruiting—Advertising

(50) Other—Professional Services, Legal, Drug and alcohol testing, Financial Consultants and Settlements

2% Contingency— further provides support to inflation and other unforeseen expenses.

Federal

Personnel Salaries/Other Employer Costs

(4) Special Education Coordinator—.6 FTE

(12) Paraprofessional—1 FTE

(13) The FY2021 OEC rate of 32.26% was applied each year

(14) Health Insurance shares for those individuals identified above.

(20) Supplies and Materials—Homeless

(30) Contracted Services—Paraprofessional Services and other Instructional Student Support

Other Funds—There are no definitive future awards

(31) Classroom Technology—services and supplies

STATE & LOCAL FUNDS

Charter School Application Budget Worksheet — **Gateway Lab School**

	State & Local Revenue										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
1	State Appropriations	$2,557,444		$2,808,582		$3,003,794		$3,159,450		$3,174,767	
2	School District Local Fund Transfers	$1,344,020		$1,442,862		$1,563,494		$1,663,834		$1,663,834	
3	Prior Year Carryover Funds	$0		$78,029		$86,589		$93,078		$98,327	
	TOTAL STATE & LOCAL REVENUE	**$3,901,464**		**$4,329,473**		**$4,653,877**		**$4,916,362**		**$4,936,928**	
	State & Local Expenses										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$828,257	16.80	$920,257	18.80	$966,257	19.80	$1,012,257	20.80	$1,012,257	20.80
5	Special Education Teachers	$30,449	0.59	$30,449	0.59	$30,449	0.59	$30,449	0.59	$30,449	0.59
6	Special Teachers (Phys Ed, Art, Music)	$141,129	3.00	$141,129	3.00	$141,129	3.00	$141,129	3.00	$141,129	3.00
7	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Principal/Administrative	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00
9	Nurse	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00
10	Clerical	$43,974	1.00	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00
11	Food Service	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Paraprofessionals	$31,034	2.00	$31,034	2.00	$62,068	3.00	$62,068	3.00	$62,068	3.00
13	EPER	$20,693		$34,078		$68,475	0.00	$74,865	0.00	$74,229	0.00
14	Other Employer Costs (32.26% of Salaries)	$462,116		$513,563		$549,511		$566,411		$566,206	
15	Health Insurance	$305,926		$339,812		$377,183		$389,640		$389,640	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$2,200,518**	**27.39**	**$2,445,324**	**30.39**	**$2,630,074**	**32.39**	**$2,711,822**	**33.39**	**$2,710,981**	**33.39**
	Student Support										
17	Transportation	$302,592		$363,110		$394,267		$428,556		$437,128	
18	Extra Curricular Transportation	$0		$0		$0		$0		$0	
19	Cafeteria	$0		$0		$0		$0		$0	
20	Extra Curricular	$0		$0		$0		$0		$0	
21	Supplies and Materials	$37,566		$41,197		$44,732		$48,622		$49,595	
22	Textbooks	$27,946		$30,647		$33,277		$36,171		$36,894	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$13,246		$14,526		$15,772		$17,144		$17,487	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$18,255		$20,019		$21,737		$23,628		$24,100	
27	Therapists (Occup, Speech, Psy)	$258,053		$282,993		$307,275		$333,999		$315,543	
28	Classroom Technology	$34,297		$37,612		$40,839		$44,391		$45,279	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$191,328		$220,776		$239,719		$290,304		$296,110	
32	Other										
	SUBTOTAL STUDENT SUPPORT	**$883,282**		**$1,010,879**		**$1,097,619**		**$1,222,814**		**$1,222,134**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$16,752		$18,371		$19,948		$21,682		$22,116	
34	Rent	$366,683		$377,683		$389,013		$400,684		$412,704	
35	Mortgage	$0		$0		$0		$0		$0	
36	Utilities	$41,383		$45,382		$49,276		$53,562		$54,633	
37	Maintenance	$21,479		$23,555		$25,576		$27,801		$28,357	
38	Telephone/Communications	$2,912		$3,194		$3,468		$3,769		$3,845	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$0		$0		$0		$0	
41	Other--Custodial Supplies	$87,059		$95,473		$103,665		$112,681		$114,935	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$536,268**		**$563,659**		**$590,947**		**$620,180**		**$636,590**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$24,355		$26,709		$29,001		$31,523		$32,153	
43	Equipment Purchase	$0		$0		$0		$0		$0	
44	Supplies and Materials	$10,755		$11,794		$12,806		$13,920		$14,198	
45	Printing and Copying	$9,563		$10,487		$11,387		$12,378		$12,625	
46	Postage and Shipping	$1,774		$1,945		$2,112		$2,296		$2,342	
47	Enrollment / Recruitment	$20,266		$22,224		$24,131		$26,230		$26,755	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Strategic Plan Contingency	$0		$0		$0		$0		$0	
50	Other--Prof Serv, Legal, Auditors	$136,655		$149,862		$162,722		$176,873		$180,411	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$203,367**		**$223,022**		**$242,159**		**$263,220**		**$268,484**	
	STATE & LOCAL EXPENDITURES	**$3,823,435**		**$4,242,884**		**$4,560,799**		**$4,818,035**		**$4,838,189**	
56	**# Students**	173		186		198		211		211	
	REVENUE LESS EXPENDITURES	**$78,029**		**$86,589**		**$93,078**		**$98,327**		**$98,739**	
	2 % CONTINGENCY CHECK	$78,029.28		$86,589.46		$93,077.54		$98,327.24		$98,738.55	

Rev. 8/24/2015

FEDERAL FUNDS

Charter School Application Budget Worksheet — **Gateway Lab School**

	Federal Funds	YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
1	Entitlement Funding	$181,561		$192,677		$207,498		$218,614		$218,614	
2	Other Federal Grants	$0		$0		$0		$0		$0	
	TOTAL FEDERAL REVENUE	**$181,561**		**$192,677**		**$207,498**		**$218,614**		**$218,614**	
	Federal Expenses										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
3	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
4	Special Education Teachers	$46,759	0.61	$46,759	0.61	$46,759	0.61	$46,759	0.61	$46,759	0.61
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Paraprofessional	$31,034	1.00	$31,034	1.00	$31,034	1.00	$31,034	1.00	$31,034	1.00
13	Other Employer Costs (32.26% of Salaries)	$25,096		$25,096		$25,096		$25,096		$25,096	
14	Health Insurance	$12,535		$12,535		$12,535		$12,535		$12,535	
15	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$115,425**	**1.61**	**$115,425**	**1.61**	**$115,425**	**1.61**	**$115,425**	**1.61**	**$115,425**	**1.61**
	Student Support										
16	Transportation	$0		$0		$0		$0		$0	
17	Extra Curricular Transportation	$0		$0		$0		$0		$0	
18	Cafeteria	$0		$0		$0		$0		$0	
19	Extra Curricular	$0		$0		$0		$0		$0	
20	Supplies and Materials	$4,000		$4,000		$4,000		$4,000		$4,000	
21	Textbooks	$0		$0		$0		$0		$0	
22	Curriculum	$0		$0		$0		$0		$0	
23	Professional Development	$0		$0		$0		$0		$0	
24	Assessments	$0		$0		$0		$0		$0	
25	Other Educational Program	$0		$0		$0		$0		$0	
26	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
27	Classroom Technology	$0		$0		$0		$0		$0	
28	School Climate	$0		$0		$0		$0		$0	
29	Computers	$0		$0		$0		$0		$0	
30	Contracted Services	$62,136		$73,252		$88,073		$99,189		$99,189	
31	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$66,136**		**$77,252**		**$92,073**		**$103,189**		**$103,189**	
	Operations and Maintenance of Facilities										
32	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
33	Rent	$0		$0		$0		$0		$0	
34	Mortgage	$0		$0		$0		$0		$0	
35	Utilities	$0		$0		$0		$0		$0	
36	Maintenance	$0		$0		$0		$0		$0	
37	Telephone/Communications	$0		$0		$0		$0		$0	
38	Construction	$0		$0		$0		$0		$0	
39	Renovation	$0		$0		$0		$0		$0	
40	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
41	Equipment Purchase	$0		$0		$0		$0		$0	
42	Supplies and Materials	$0		$0		$0		$0		$0	
43	Printing and Copying	$0		$0		$0		$0		$0	
44	Postage and Shipping	$0		$0		$0		$0		$0	
45	Enrollment / Recruitment	$0		$0		$0		$0		$0	
46	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
47	Technology Plan	$0		$0		$0		$0		$0	
48	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
49	Fees	$0		$0		$0		$0		$0	
50	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
51	Curriculum	$0		$0		$0		$0		$0	
52	Accounting and Payroll	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	FEDERAL EXPENDITURES	**$181,561**		**$192,677**		**$207,498**		**$218,614**		**$218,614**	
54	**# Students**	173		186		198		211		211	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

OTHER FUNDS

Charter School Application Budget Worksheet — **Gateway Lab School**

	Other Funds										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
1	CSD Settlement	$19,839		$21,767		$23,972		$25,349		$25,349	
2	Foundation Funds	$0		$0		$0		$0		$0	
3	Donations	$0		$0		$0		$0		$0	
4	Construction / Bank Loans	$0		$0		$0		$0		$0	
5	Cafeteria Funds	$0		$0		$0		$0		$0	
6	Prior Year Carryover Funds	$0		$0		$0		$0		$0	
	TOTAL OTHER REVENUE	**$19,839**		**$21,767**		**$23,972**		**$25,350**		**$25,349**	
	Other Expenses										
		YEAR 2022		**YEAR 2023**		**YEAR 2024**		**YEAR 2025**		**YEAR 2026**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
7	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
14	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
15	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
16	Other	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
17	Other Employer Costs (32.26% of Salaries)	$0		$0		$0		$0		$0	
18	Health Insurance	$0		$0		$0		$0		$0	
19	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**
	Student Support										
20	Transportation	$0		$0		$0		$0		$0	
21	Extra Curricular Transportation	$0		$0		$0		$0		$0	
22	Cafeteria	$0		$0		$0		$0		$0	
23	Extra Curricular	$0		$0		$0		$0		$0	
24	Supplies and Materials	$0		$0		$0		$0		$0	
25	Textbooks	$0		$0		$0		$0		$0	
26	Curriculum	$0		$0		$0		$0		$0	
27	Professional Development	$0		$0		$0		$0		$0	
28	Assessments	$0		$0		$0		$0		$0	
29	Other Educational Program	$0		$0		$0		$0		$0	
30	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
31	Classroom Technology	$19,839		$21,767		$23,972		$25,350		$25,349	
32	School Climate	$0		$0		$0		$0		$0	
33	Computers	$0		$0		$0		$0		$0	
34	Contracted Services	$0		$0		$0		$0		$0	
35	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$19,839**		**$21,767**		**$23,972**		**$25,350**		**$25,349**	
	Operations and Maintenance of Facilities										
36	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
37	Rent	$0		$0		$0		$0		$0	
38	Mortgage	$0		$0		$0		$0		$0	
39	Utilities	$0		$0		$0		$0		$0	
40	Maintenance	$0		$0		$0		$0		$0	
41	Telephone/Communications	$0		$0		$0		$0		$0	
42	Construction	$0		$0		$0		$0		$0	
43	Renovation	$0		$0		$0		$0		$0	
44	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
45	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
46	Equipment Purchase	$0		$0		$0		$0		$0	
47	Supplies and Materials	$0		$0		$0		$0		$0	
48	Printing and Copying	$0		$0		$0		$0		$0	
49	Postage and Shipping	$0		$0		$0		$0		$0	
50	Enrollment / Recruitment	$0		$0		$0		$0		$0	
51	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
52	Technology Plan	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
54	Fees	$0		$0		$0		$0		$0	
55	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
56	Curriculum	$0		$0		$0		$0		$0	
57	Accounting and Payroll	$0		$0		$0		$0		$0	
58	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	OTHER EXPENDITURES	**$19,839**		**$21,767**		**$23,972**		**$25,350**		**$25,349**	
59	**# Students**	173		186		198		211		211	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

FY2022

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2022 ENROLLMENT OF 173							
					STATE REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units			**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			16	M	48,862	21,612	70,474
1.0			10	M	42,599	21,438	64,037
1.0			8	M	38,964	8,264	47,228
1.0			4	B30	33,730	8,264	41,994
1.0			18	M	48,862	12,177	61,039
1.0			18	M15	49,943	8,264	58,207
1.0			8	B	35,332	12,177	47,509
0.62			3	B	18,872	4,966	23,838
1.0			18	B30	44,737	0	44,737
1.0			3	B30	32,727	12,177	44,904
1.0			9	M	41,569	0	41,569
1.0			11	M	43,655	21,612	65,266
1.0			6	B	33,243	0	33,243
1.0			4	B30	33,730	12,737	46,467
1.0			4	B15	32,583	8,264	40,847
1.0			18	M	48,862	0	48,862
1.0			17	M45	53,063	0	53,063
1.0			7	M	37,934	12,737	50,671
19.62							
Nurse	0.15		17	B	6,555	1,834	8,389
Visiting Teacher	0.08				3,813	997	4,809
Academic Exc	0.69				29,351	8,595	37,947
Related Services-Basic	0.17				8,137	2,124	10,261
Related Services-Intense	0.61				28,848	7,542	36,390
Related Services-Complex	2.15				120,994	16,606	137,599
					1,018,879	232,079	1,250,958

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	1.00		18	M	68,187	12,457	80,644
11 Month Supvr	0.13				8,340	1,619	9,960
Transportation Supvr	0.02				1,283	249	1,532
					144,933	35,764	180,697

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
			9	B			0
1.0					24,447	16,574	41,021
			14	ND		0	0
					24,447	16,574	41,021

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.07				15,067	13,329	28,396
					33,959	22,423	56,382

TOTAL SALARY					1,306,225		
TOTAL HEALTH INS					344,210		
OEC	0.3226				421,388		
TOTAL SALARY & OEC					2,071,823		
Division II--AOC		2,925			4,652		
Division II--Energy		2,387			46,833		
Division III--Equalization		6,786			133,148		
Division III--Visiting Teacher		0.08			543		
Division III--Psychologists		0.17			451		
AE Division III		0.69			4,683		
AE Division II		0.69			2,018		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		168			167,108		
TOTAL OTHER SOURCES					485,621		
SALARY & OTHER					**2,557,444**		

Charter School Name:	Gateway Lab School													
								#students per unit						
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate		3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6						
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex											
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**19.62**								
$2,197,177	$1,344,020	**$3,541,197**			Enter Estimated # of 10th Graders Here					o				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	**$0**
Regular Students 4-12	1.00	$1,612.81	**$1,613**
Special Students 4-12 Basic	2.00	$3,840.02	**$7,680**
Special Students 4-12 Intense	0.00	$5,376.02	**$0**
Special Students 4-12 Complex	0.00	$12,406.20	**$0**
Totals	**3.00**		**$9,293**

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	**$0**
Regular Students 4-12	6.00	$4,221.79	**$25,331**
Special Students 4-12 Basic	2.00	$10,051.89	**$20,104**
Special Students 4-12 Intense	1.00	$14,072.65	**$14,073**
Special Students 4-12 Complex	1.00	$32,475.33	**$32,475**
Totals	**10.00**		**$91,983**

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	**$0**
Regular Students 4-12	0.00	$1,194.24	**$0**
Special Students 4-12 Basic	0.00	$2,843.44	**$0**
Special Students 4-12 Intense	0.00	$3,980.81	**$0**
Special Students 4-12 Complex	0.00	$9,186.48	**$0**
Totals	**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	**$0**
Regular Students 4-12	0.00	$2,563.17	**$0**
Special Students 4-12 Basic	0.00	$6,102.78	**$0**
Special Students 4-12 Intense	0.00	$8,543.89	**$0**
Special Students 4-12 Complex	0.00	$19,716.66	**$0**
Totals	**0.00**		**$0**

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	**$0**
Regular Students 4-12	0.00	$976.67	**$0**
Special Students 4-12 Basic	1.00	$2,325.41	**$2,325**
Special Students 4-12 Intense	0.00	$3,255.58	**$0**
Special Students 4-12 Complex	0.00	$7,512.88	**$0**
Totals	**1.00**		**$2,325**

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	2.00	$4,806.57	**$9,613**
Regular Students 4-12	44.00	$3,893.32	**$171,306**
Special Students 4-12 Basic	18.00	$9,269.82	**$166,857**
Special Students 4-12 Intense	5.00	$12,977.74	**$64,889**
Special Students 4-12 Complex	3.00	$29,948.64	**$89,846**
Totals	**72.00**		**$502,511**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	**$0**
Regular Students 4-12	14.00	$2,638.18	**$36,935**
Special Students 4-12 Basic	8.00	$6,281.38	**$50,251**
Special Students 4-12 Intense	3.00	$8,793.93	**$26,382**
Special Students 4-12 Complex	5.00	$20,293.68	**$101,468**
Totals	**30.00**		**$215,036**

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	**$0**
Regular Students 4-12	0.00	$627.65	**$0**
Special Students 4-12 Basic	0.00	$1,494.40	**$0**
Special Students 4-12 Intense	0.00	$2,092.16	**$0**
Special Students 4-12 Complex	0.00	$4,828.06	**$0**
Totals	**0.00**		**$0**

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	**$0**
Regular Students 4-12	0.00	$2,430.75	**$0**
Special Students 4-12 Basic	0.00	$5,787.49	**$0**
Special Students 4-12 Intense	0.00	$8,102.49	**$0**
Special Students 4-12 Complex	0.00	$18,698.04	**$0**
Totals	**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	**$0**
Regular Students 4-12	0.00	$1,119.44	**$0**
Special Students 4-12 Basic	0.00	$2,665.33	**$0**
Special Students 4-12 Intense	0.00	$3,731.47	**$0**
Special Students 4-12 Complex	0.00	$8,611.08	**$0**
Totals	**0.00**		**$0**

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	**$0**
Regular Students 4-12	0.00	$558.66	**$0**
Special Students 4-12 Basic	0.00	$1,330.13	**$0**
Special Students 4-12 Intense	0.00	$1,862.19	**$0**
Special Students 4-12 Complex	0.00	$4,297.35	**$0**
Totals	**0.00**		**$0**

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	**$0**
Regular Students 4-12	0.00	$965.60	**$0**
Special Students 4-12 Basic	0.00	$2,299.04	**$0**
Special Students 4-12 Intense	0.00	$3,218.65	**$0**
Special Students 4-12 Complex	0.00	$7,427.66	**$0**
Totals	**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	2.00	$4,413.19	**$8,826**
Regular Students 4-12	25.00	$3,574.69	**$89,367**
Special Students 4-12 Basic	11.00	$8,511.16	**$93,623**
Special Students 4-12 Intense	11.00	$11,915.63	**$131,072**
Special Students 4-12 Complex	7.00	$27,497.60	**$192,483**
Totals	**56.00**		**$515,372**

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	**$0**
Regular Students 4-12	0.00	$859.95	**$0**
Special Students 4-12 Basic	0.00	$2,047.49	**$0**
Special Students 4-12 Intense	0.00	$2,866.48	**$0**
Special Students 4-12 Complex	0.00	$6,614.96	**$0**
Totals	**0.00**		**$0**

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	**$0**
Regular Students 4-12	0.00	$975.18	**$0**
Special Students 4-12 Basic	0.00	$2,321.86	**$0**
Special Students 4-12 Intense	0.00	$3,250.60	**$0**
Special Students 4-12 Complex	1.00	$7,501.39	**$7,501**
Totals	**1.00**		**$7,501**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	**$0**
Regular Students 4-12	0.00	$829.59	**$0**
Special Students 4-12 Basic	0.00	$1,975.23	**$0**
Special Students 4-12 Intense	0.00	$2,765.32	**$0**
Special Students 4-12 Complex	0.00	$6,381.50	**$0**
Totals	**0.00**		**$0**

FY2023

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2023 ENROLLMENT OF 186							
					STATE REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units			**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			17	M	48,862	21,612	70,474
1.0			11	M	43,655	21,438	65,093
1.0			9	M	41,569	8,264	49,833
1.0			5	B30	34,301	8,264	42,565
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			18	M15	49,943	8,264	58,207
1.0			9	B	36,362	12,177	48,539
0.94			4	B	29,552	7,530	37,082
1.0			18	B30	44,737	0	44,737
1.0			4	B30	33,730	12,177	45,907
1.0			10	M	42,599	0	42,599
1.0			12	M	44,688	21,612	66,299
1.0			7	B	34,301	0	34,301
1.0			5	B30	34,301	12,737	47,038
1.0			5	B15	33,243	8,264	41,507
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			8	M	38,964	12,737	51,701
20.94							
Nurse	0.16		18	B	6,996	1,957	8,953
Visiting Teacher	0.08				3,813	997	4,809
Academic Exc	0.74				31,478	9,218	40,696
Related Services-Basic	0.19				8,940	2,334	11,275
Related Services-Intense	0.63				30,062	7,859	37,922
Related Services-Complex	2.26				126,800	16,606	143,405
					1,124,245	269,168	1,393,413

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	1.00		18	M	68,187	12,457	80,644
11 Month Supvr	0.14				8,982	1,744	10,726
Transportation Supvr	0.03				1,925	374	2,298
					146,216	36,013	182,229

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					24,447	16,574	41,021
1.0			15	ND	24,447	12,457	36,904
					48,894	29,031	77,925

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.15				16,193	14,326	30,519
					35,086	23,419	58,505

TOTAL SALARY					1,438,447		
TOTAL HEALTH INS					395,002		
OEC	0.3226				464,043		
TOTAL SALARY & OEC					2,297,492		
Division II--AOC		2,925			4,550		
Division II--Energy		2,387			49,984		
Division III--Equalization		6,786			142,106		
Division III--Visiting Teacher		0.08			543		
Division III--Psychologists		0.19			497		
AE Division III		0.74			5,022		
AE Division II		0.74			2,165		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		181			180,039		
TOTAL OTHER SOURCES					511,090		
SALARY & OTHER					**2,808,582**		

Charter School Name:	Gateway Lab School													
								#students per unit						
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate		K, 3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6						
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex											
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**20.94**								
$2,374,910	$1,442,862	**$3,817,772**			Enter Estimated # of 10th Graders Here					o				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	**$0**
Regular Students 4-12	1.00	$1,612.81	**$1,613**
Special Students 4-12 Basic	2.00	$3,840.02	**$7,680**
Special Students 4-12 Intense	0.00	$5,376.02	**$0**
Special Students 4-12 Complex	0.00	$12,406.20	**$0**
Totals	**3.00**		**$9,293**

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	**$0**
Regular Students 4-12	5.00	$4,221.79	**$21,109**
Special Students 4-12 Basic	3.00	$10,051.89	**$30,156**
Special Students 4-12 Intense	1.00	$14,072.65	**$14,073**
Special Students 4-12 Complex	1.00	$32,475.33	**$32,475**
Totals	**10.00**		**$97,813**

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	**$0**
Regular Students 4-12	0.00	$1,194.24	**$0**
Special Students 4-12 Basic	0.00	$2,843.44	**$0**
Special Students 4-12 Intense	0.00	$3,980.81	**$0**
Special Students 4-12 Complex	0.00	$9,186.48	**$0**
Totals	**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	**$0**
Regular Students 4-12	0.00	$2,563.17	**$0**
Special Students 4-12 Basic	0.00	$6,102.78	**$0**
Special Students 4-12 Intense	0.00	$8,543.89	**$0**
Special Students 4-12 Complex	0.00	$19,716.66	**$0**
Totals	**0.00**		**$0**

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	**$0**
Regular Students 4-12	0.00	$976.67	**$0**
Special Students 4-12 Basic	1.00	$2,325.41	**$2,325**
Special Students 4-12 Intense	0.00	$3,255.58	**$0**
Special Students 4-12 Complex	0.00	$7,512.88	**$0**
Totals	**1.00**		**$2,325**

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	11.00	$4,806.57	**$52,872**
Regular Students 4-12	41.00	$3,893.32	**$159,626**
Special Students 4-12 Basic	18.00	$9,269.82	**$166,857**
Special Students 4-12 Intense	5.00	$12,977.74	**$64,889**
Special Students 4-12 Complex	4.00	$29,948.64	**$119,795**
Totals	**79.00**		**$564,038**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	**$0**
Regular Students 4-12	13.00	$2,638.18	**$34,296**
Special Students 4-12 Basic	9.00	$6,281.38	**$56,532**
Special Students 4-12 Intense	3.00	$8,793.93	**$26,382**
Special Students 4-12 Complex	5.00	$20,293.68	**$101,468**
Totals	**30.00**		**$218,679**

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	**$0**
Regular Students 4-12	0.00	$627.65	**$0**
Special Students 4-12 Basic	0.00	$1,494.40	**$0**
Special Students 4-12 Intense	0.00	$2,092.16	**$0**
Special Students 4-12 Complex	0.00	$4,828.06	**$0**
Totals	**0.00**		**$0**

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	**$0**
Regular Students 4-12	0.00	$2,430.75	**$0**
Special Students 4-12 Basic	0.00	$5,787.49	**$0**
Special Students 4-12 Intense	0.00	$8,102.49	**$0**
Special Students 4-12 Complex	0.00	$18,698.04	**$0**
Totals	**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	**$0**
Regular Students 4-12	0.00	$1,119.44	**$0**
Special Students 4-12 Basic	0.00	$2,665.33	**$0**
Special Students 4-12 Intense	0.00	$3,731.47	**$0**
Special Students 4-12 Complex	0.00	$8,611.08	**$0**
Totals	**0.00**		**$0**

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	**$0**
Regular Students 4-12	0.00	$558.66	**$0**
Special Students 4-12 Basic	0.00	$1,330.13	**$0**
Special Students 4-12 Intense	0.00	$1,862.19	**$0**
Special Students 4-12 Complex	0.00	$4,297.35	**$0**
Totals	**0.00**		**$0**

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	**$0**
Regular Students 4-12	0.00	$965.60	**$0**
Special Students 4-12 Basic	0.00	$2,299.04	**$0**
Special Students 4-12 Intense	0.00	$3,218.65	**$0**
Special Students 4-12 Complex	0.00	$7,427.66	**$0**
Totals	**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	8.00	$4,413.19	**$35,306**
Regular Students 4-12	23.00	$3,574.69	**$82,218**
Special Students 4-12 Basic	12.00	$8,511.16	**$102,134**
Special Students 4-12 Intense	11.00	$11,915.63	**$131,072**
Special Students 4-12 Complex	7.00	$27,497.60	**$192,483**
Totals	**61.00**		**$543,212**

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	**$0**
Regular Students 4-12	0.00	$859.95	**$0**
Special Students 4-12 Basic	0.00	$2,047.49	**$0**
Special Students 4-12 Intense	0.00	$2,866.48	**$0**
Special Students 4-12 Complex	0.00	$6,614.96	**$0**
Totals	**0.00**		**$0**

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	**$0**
Regular Students 4-12	0.00	$975.18	**$0**
Special Students 4-12 Basic	0.00	$2,321.86	**$0**
Special Students 4-12 Intense	0.00	$3,250.60	**$0**
Special Students 4-12 Complex	1.00	$7,501.39	**$7,501**
Totals	**1.00**		**$7,501**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	**$0**
Regular Students 4-12	0.00	$829.59	**$0**
Special Students 4-12 Basic	0.00	$1,975.23	**$0**
Special Students 4-12 Intense	0.00	$2,765.32	**$0**
Special Students 4-12 Complex	0.00	$6,381.50	**$0**
Totals	**0.00**		**$0**

FY2024

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2024 ENROLLMENT OF 198							
					STATE REVENUE		
TEACHERS					STATE	STATE	Total
Units			STEP	DEG	SALARY	HEALTH INS	S & H
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			12	M	44,688	21,438	66,126
1.0			10	M	42,599	8,264	50,863
1.0			11	M	42,538	12,457	54,995
1.0			6	B30	35,332	8,264	43,596
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			18	M15	49,943	8,264	58,207
1.0			10	B	37,421	12,177	49,598
0.60			5	B	19,328	4,806	24,134
1.0			18	B30	44,737	0	44,737
1.0			5	B30	34,301	12,177	46,479
1.0			11	M	43,655	0	43,655
1.0			13	M	45,744	21,612	67,355
1.0			8	B	35,332	0	35,332
1.0			6	B30	35,332	12,737	48,069
1.0			6	B15	34,301	8,264	42,565
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			9	M	41,569	12,737	54,306
22.60							
Nurse	0.17		18	B	7,548	2,111	9,659
Visiting Teacher	0.09				4,289	1,121	5,410
Academic Exc	0.79				33,605	9,841	43,446
Related Services-Basic	0.20				9,719	2,537	12,256
Related Services-Intense	0.68				32,318	8,448	40,766
Related Services-Complex	2.46				138,225	16,606	154,831
					1,229,272	293,053	1,522,325

ADMINISTRATORS	**ADM EXP**	**TYPE ADM**	**STEP**	**DEG**	**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	1.00		18	M	68,187	12,457	80,644
11 Month Supvr	0.15				9,623	1,869	11,492
Transportation Supvr	0.03				1,925	374	2,298
					146,858	36,137	182,995
SECRETARIES			**STEP**		**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
1.0					24,447	16,574	41,021
1.0			16	ND	24,447	12,457	36,904
					48,894	29,031	77,925
CUSTODIANS			**STEP**		**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
3.0					84,006	37,371	121,377
					84,006	37,371	121,377
CAFETERIA			**STEP**		**STATE SALARY**	**STATE HEALTH INS**	**Total S & H**
	0.73				18,892	9,094	27,986
	1.23				17,320	15,322	32,642
					36,212	24,416	60,628

TOTAL SALARY					1,545,242		
TOTAL HEALTH INS					420,008		
OEC	0.3226				498,495		
TOTAL SALARY & OEC					2,463,745		
Division II--AOC		2,925			5,747		
Division II--Energy		2,387			53,946		
Division III--Equalization		6,786			153,371		
Division III--Visiting Teacher		0.09			611		
Division III--Psychologists		0.20			541		
AE Division III		0.79			5,361		
AE Division II		0.79			2,311		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		193			191,975		
TOTAL OTHER SOURCES					540,049		
SALARY & OTHER					**3,003,794**		

Charter School Name:	Gateway Lab School													
								#students per unit						
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate		K-1, 3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6						
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex											
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**22.60**								
$2,527,839	$1,563,494	**$4,091,333**			Enter Estimated # of 10th Graders Here					o				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	**$0**
Regular Students 4-12	1.00	$1,612.81	**$1,613**
Special Students 4-12 Basic	2.00	$3,840.02	**$7,680**
Special Students 4-12 Intense	0.00	$5,376.02	**$0**
Special Students 4-12 Complex	0.00	$12,406.20	**$0**
Totals	**3.00**		**$9,293**

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	**$0**
Regular Students 4-12	5.00	$4,221.79	**$21,109**
Special Students 4-12 Basic	2.00	$10,051.89	**$20,104**
Special Students 4-12 Intense	1.00	$14,072.65	**$14,073**
Special Students 4-12 Complex	1.00	$32,475.33	**$32,475**
Totals	**9.00**		**$87,761**

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	**$0**
Regular Students 4-12	0.00	$1,194.24	**$0**
Special Students 4-12 Basic	0.00	$2,843.44	**$0**
Special Students 4-12 Intense	0.00	$3,980.81	**$0**
Special Students 4-12 Complex	0.00	$9,186.48	**$0**
Totals	**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	**$0**
Regular Students 4-12	0.00	$2,563.17	**$0**
Special Students 4-12 Basic	0.00	$6,102.78	**$0**
Special Students 4-12 Intense	0.00	$8,543.89	**$0**
Special Students 4-12 Complex	0.00	$19,716.66	**$0**
Totals	**0.00**		**$0**

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	**$0**
Regular Students 4-12	0.00	$976.67	**$0**
Special Students 4-12 Basic	1.00	$2,325.41	**$2,325**
Special Students 4-12 Intense	0.00	$3,255.58	**$0**
Special Students 4-12 Complex	0.00	$7,512.88	**$0**
Totals	**1.00**		**$2,325**

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	23.00	$4,806.57	**$110,551**
Regular Students 4-12	34.00	$3,893.32	**$132,373**
Special Students 4-12 Basic	21.00	$9,269.82	**$194,666**
Special Students 4-12 Intense	5.00	$12,977.74	**$64,889**
Special Students 4-12 Complex	4.00	$29,948.64	**$119,795**
Totals	**87.00**		**$622,273**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	**$0**
Regular Students 4-12	11.00	$2,638.18	**$29,020**
Special Students 4-12 Basic	9.00	$6,281.38	**$56,532**
Special Students 4-12 Intense	4.00	$8,793.93	**$35,176**
Special Students 4-12 Complex	5.00	$20,293.68	**$101,468**
Totals	**29.00**		**$222,197**

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	**$0**
Regular Students 4-12	0.00	$627.65	**$0**
Special Students 4-12 Basic	0.00	$1,494.40	**$0**
Special Students 4-12 Intense	0.00	$2,092.16	**$0**
Special Students 4-12 Complex	0.00	$4,828.06	**$0**
Totals	**0.00**		**$0**

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	**$0**
Regular Students 4-12	0.00	$2,430.75	**$0**
Special Students 4-12 Basic	0.00	$5,787.49	**$0**
Special Students 4-12 Intense	0.00	$8,102.49	**$0**
Special Students 4-12 Complex	0.00	$18,698.04	**$0**
Totals	**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	**$0**
Regular Students 4-12	0.00	$1,119.44	**$0**
Special Students 4-12 Basic	0.00	$2,665.33	**$0**
Special Students 4-12 Intense	0.00	$3,731.47	**$0**
Special Students 4-12 Complex	0.00	$8,611.08	**$0**
Totals	**0.00**		**$0**

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	**$0**
Regular Students 4-12	0.00	$558.66	**$0**
Special Students 4-12 Basic	0.00	$1,330.13	**$0**
Special Students 4-12 Intense	0.00	$1,862.19	**$0**
Special Students 4-12 Complex	0.00	$4,297.35	**$0**
Totals	**0.00**		**$0**

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	**$0**
Regular Students 4-12	0.00	$965.60	**$0**
Special Students 4-12 Basic	0.00	$2,299.04	**$0**
Special Students 4-12 Intense	0.00	$3,218.65	**$0**
Special Students 4-12 Complex	0.00	$7,427.66	**$0**
Totals	**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	16.00	$4,413.19	**$70,611**
Regular Students 4-12	19.00	$3,574.69	**$67,919**
Special Students 4-12 Basic	13.00	$8,511.16	**$110,645**
Special Students 4-12 Intense	12.00	$11,915.63	**$142,988**
Special Students 4-12 Complex	8.00	$27,497.60	**$219,981**
Totals	**68.00**		**$612,144**

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	**$0**
Regular Students 4-12	0.00	$859.95	**$0**
Special Students 4-12 Basic	0.00	$2,047.49	**$0**
Special Students 4-12 Intense	0.00	$2,866.48	**$0**
Special Students 4-12 Complex	0.00	$6,614.96	**$0**
Totals	**0.00**		**$0**

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	**$0**
Regular Students 4-12	0.00	$975.18	**$0**
Special Students 4-12 Basic	0.00	$2,321.86	**$0**
Special Students 4-12 Intense	0.00	$3,250.60	**$0**
Special Students 4-12 Complex	1.00	$7,501.39	**$7,501**
Totals	**1.00**		**$7,501**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	**$0**
Regular Students 4-12	0.00	$829.59	**$0**
Special Students 4-12 Basic	0.00	$1,975.23	**$0**
Special Students 4-12 Intense	0.00	$2,765.32	**$0**
Special Students 4-12 Complex	0.00	$6,381.50	**$0**
Totals	**0.00**		**$0**

FY2025

STATE REVENUE

FUNDING SUMMARY

Gateway Lab School							
FY2025 ENROLLMENT OF 211							
					STATE REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units			**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			18	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			13	M	45,744	21,438	67,182
1.0			11	M	43,655	8,264	51,919
1.0			12	M	42,538	12,457	54,995
1.0			7	B30	36,362	8,264	44,626
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			7	B	34,301	0	34,301
1.0			18	M15	49,943	8,264	58,207
1.0			11	B	38,512	12,177	50,689
0.10			6	B	3,324	801	4,125
1.0			18	B30	44,737	0	44,737
1.0			6	B30	35,332	12,177	47,509
1.0			12	M	44,688	0	44,688
1.0			14	M	46,773	21,612	68,385
1.0			9	B	36,362	0	36,362
1.0			7	B30	36,362	12,737	49,099
1.0			7	B15	35,332	8,264	43,596
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			10	M	42,599	12,737	55,336
24.10							
Nurse	0.18		18	B	8,051	2,252	10,303
Visiting Teacher	0.10				4,766	1,246	6,011
Academic Exc	0.84				35,732	10,464	46,196
Related Services-Basic	0.22				10,422	2,721	13,143
Related Services-Intense	0.73				34,661	9,060	43,720
Related Services-Complex	2.56				144,031	16,606	160,637
					1,309,486	311,449	1,620,935

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	1.00		18	M	68,187	12,457	80,644
11 Month Supvr	0.16				10,265	1,993	12,258
Transportation Supvr	0.03				1,925	374	2,298
					147,499	36,262	183,761

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					24,447	16,574	41,021
1.0			17	ND	24,447	12,457	36,904
					48,894	29,031	77,925

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.31				18,446	16,319	34,765
					37,339	25,412	62,751

TOTAL SALARY					1,627,224		
TOTAL HEALTH INS					439,525		
OEC	0.3226				524,943		
TOTAL SALARY & OEC					2,591,692		
Division II--AOC		2,925			6,172		
Division II--Energy		2,387			57,527		
Division III--Equalization		6,786			163,550		
Division III--Visiting Teacher		0.10			679		
Division III--Psychologists		0.22			581		
AE Division III		0.84			5,701		
AE Division II		0.84			2,457		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		206			204,906		
TOTAL OTHER SOURCES					567,758		
SALARY & OTHER					**3,159,450**		

Charter School Name:	Gateway Lab School								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate		K-2, 3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6						
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex											
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**24.10**								
$2,671,691	$1,663,834	**$4,335,524**			Enter Estimated # of 10th Graders Here					o				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	**$0**
Regular Students 4-12	1.00	$1,612.81	**$1,613**
Special Students 4-12 Basic	3.00	$3,840.02	**$11,520**
Special Students 4-12 Intense	0.00	$5,376.02	**$0**
Special Students 4-12 Complex	0.00	$12,406.20	**$0**
Totals	**4.00**		**$13,133**

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	**$0**
Regular Students 4-12	4.00	$4,221.79	**$16,887**
Special Students 4-12 Basic	3.00	$10,051.89	**$30,156**
Special Students 4-12 Intense	1.00	$14,072.65	**$14,073**
Special Students 4-12 Complex	1.00	$32,475.33	**$32,475**
Totals	**9.00**		**$93,591**

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	**$0**
Regular Students 4-12	0.00	$1,194.24	**$0**
Special Students 4-12 Basic	0.00	$2,843.44	**$0**
Special Students 4-12 Intense	0.00	$3,980.81	**$0**
Special Students 4-12 Complex	0.00	$9,186.48	**$0**
Totals	**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	**$0**
Regular Students 4-12	0.00	$2,563.17	**$0**
Special Students 4-12 Basic	0.00	$6,102.78	**$0**
Special Students 4-12 Intense	0.00	$8,543.89	**$0**
Special Students 4-12 Complex	0.00	$19,716.66	**$0**
Totals	**0.00**		**$0**

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	**$0**
Regular Students 4-12	0.00	$976.67	**$0**
Special Students 4-12 Basic	2.00	$2,325.41	**$4,651**
Special Students 4-12 Intense	0.00	$3,255.58	**$0**
Special Students 4-12 Complex	0.00	$7,512.88	**$0**
Totals	**2.00**		**$4,651**

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	31.00	$4,806.57	**$149,004**
Regular Students 4-12	32.00	$3,893.32	**$124,586**
Special Students 4-12 Basic	18.00	$9,269.82	**$166,857**
Special Students 4-12 Intense	6.00	$12,977.74	**$77,866**
Special Students 4-12 Complex	5.00	$29,948.64	**$149,743**
Totals	**92.00**		**$668,056**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	**$0**
Regular Students 4-12	10.00	$2,638.18	**$26,382**
Special Students 4-12 Basic	10.00	$6,281.38	**$62,814**
Special Students 4-12 Intense	4.00	$8,793.93	**$35,176**
Special Students 4-12 Complex	5.00	$20,293.68	**$101,468**
Totals	**29.00**		**$225,840**

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	**$0**
Regular Students 4-12	0.00	$627.65	**$0**
Special Students 4-12 Basic	0.00	$1,494.40	**$0**
Special Students 4-12 Intense	0.00	$2,092.16	**$0**
Special Students 4-12 Complex	0.00	$4,828.06	**$0**
Totals	**0.00**		**$0**

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	**$0**
Regular Students 4-12	0.00	$2,430.75	**$0**
Special Students 4-12 Basic	0.00	$5,787.49	**$0**
Special Students 4-12 Intense	0.00	$8,102.49	**$0**
Special Students 4-12 Complex	0.00	$18,698.04	**$0**
Totals	**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	**$0**
Regular Students 4-12	0.00	$1,119.44	**$0**
Special Students 4-12 Basic	0.00	$2,665.33	**$0**
Special Students 4-12 Intense	0.00	$3,731.47	**$0**
Special Students 4-12 Complex	0.00	$8,611.08	**$0**
Totals	**0.00**		**$0**

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	**$0**
Regular Students 4-12	0.00	$558.66	**$0**
Special Students 4-12 Basic	0.00	$1,330.13	**$0**
Special Students 4-12 Intense	0.00	$1,862.19	**$0**
Special Students 4-12 Complex	0.00	$4,297.35	**$0**
Totals	**0.00**		**$0**

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	**$0**
Regular Students 4-12	0.00	$965.60	**$0**
Special Students 4-12 Basic	0.00	$2,299.04	**$0**
Special Students 4-12 Intense	0.00	$3,218.65	**$0**
Special Students 4-12 Complex	0.00	$7,427.66	**$0**
Totals	**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	21.00	$4,413.19	**$92,677**
Regular Students 4-12	18.00	$3,574.69	**$64,344**
Special Students 4-12 Basic	14.00	$8,511.16	**$119,156**
Special Students 4-12 Intense	13.00	$11,915.63	**$154,903**
Special Students 4-12 Complex	8.00	$27,497.60	**$219,981**
Totals	**74.00**		**$651,062**

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	**$0**
Regular Students 4-12	0.00	$859.95	**$0**
Special Students 4-12 Basic	0.00	$2,047.49	**$0**
Special Students 4-12 Intense	0.00	$2,866.48	**$0**
Special Students 4-12 Complex	0.00	$6,614.96	**$0**
Totals	**0.00**		**$0**

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	**$0**
Regular Students 4-12	0.00	$975.18	**$0**
Special Students 4-12 Basic	0.00	$2,321.86	**$0**
Special Students 4-12 Intense	0.00	$3,250.60	**$0**
Special Students 4-12 Complex	1.00	$7,501.39	**$7,501**
Totals	**1.00**		**$7,501**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	**$0**
Regular Students 4-12	0.00	$829.59	**$0**
Special Students 4-12 Basic	0.00	$1,975.23	**$0**
Special Students 4-12 Intense	0.00	$2,765.32	**$0**
Special Students 4-12 Complex	0.00	$6,381.50	**$0**
Totals	**0.00**		**$0**

FY2026

STATE & LOCAL REVENUE

FUNDING SUMMARIES

Gateway Lab School							
FY2026 ENROLLMENT OF 211							
					STATE REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units			**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M15	49,943	21,428	71,371
1.0			18	M30	51,972	8,264	60,236
1.0			18	B	38,512	20,718	59,230
1.0			18	M	48,862	21,612	70,474
1.0					42,538	12,457	54,995
1.0			14	M	46,773	21,438	68,211
1.0			12	M	44,688	8,264	52,952
1.0			13	M	42,538	12,457	54,995
1.0			8	B30	37,421	8,264	45,685
1.0					72,646	33,253	105,899
1.0			18	M	48,862	12,177	61,039
1.0			8	B	35,332	0	35,332
1.0			18	M15	49,943	8,264	58,207
1.0			12	B	38,512	12,177	50,689
0.10			7	B	3,430	801	4,231
1.0			18	B30	44,737	0	44,737
1.0			7	B30	36,362	12,177	48,539
1.0			13	M	45,744	0	45,744
1.0			15	M	47,806	21,612	69,418
1.0			10	B	37,421	0	37,421
1.0			8	B30	37,421	12,737	50,158
1.0			8	B15	36,362	8,264	44,626
1.0			18	M	48,862	0	48,862
1.0			18	M45	53,063	0	53,063
1.0			11	M	43,655	12,737	56,392
24.10							
Nurse	0.18		18	B	8,051	2,252	10,303
Visiting Teacher	0.10				4,766	1,246	6,011
Academic Exc	0.84				35,732	10,464	46,196
Related Services-Basic	0.22				10,422	2,721	13,143
Related Services-Intense	0.73				34,661	9,060	43,720
Related Services-Complex	2.56				144,031	16,606	160,637
					1,321,067	311,449	1,632,516

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Administrative Assistant	4	AA	18	M15	67,123	21,438	88,561
Principal	3		18	M	68,187	12,457	80,644
	1.00						0
11 Month Supvr	0.16				10,265	1,993	12,258
Transportation Supvr	0.03				1,925	374	2,298
					147,499	36,262	183,761

SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
			13	B			0
1.0					24,447	16,574	41,021
1.0			18	ND	24,447	12,457	36,904
					48,894	29,031	77,925

CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					84,006	37,371	121,377
					84,006	37,371	121,377

			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
		B	24	I			
		B	30				
		B	21				
					0	0	0

CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,892	9,094	27,986
	1.31				18,446	16,319	34,765
					37,339	25,412	62,751

TOTAL SALARY					1,638,805		
TOTAL HEALTH INS					439,525		
OEC	0.3226				528,678		
TOTAL SALARY & OEC					2,607,008		
Division II--AOC		2,925			6,172		
Division II--Energy		2,387			57,527		
Division III--Equalization		6,786			163,550		
Division III--Visiting Teacher		0.10			679		
Division III--Psychologists		0.22			581		
AE Division III		0.84			5,701		
AE Division II		0.84			2,457		
Educational Sustainment Fund					58,512		
School 03 Transfer I					2,600		
Technology Block Grant					7,831		
Prof & Curr Dev					3,121		
MCI					25,324		
Opportunity Grant					26,828		
SSBG--K-3					1,780		
Child Safety Awareness					190		
Transportation		206			204,906		
TOTAL OTHER SOURCES					567,758		
SALARY & OTHER					**3,174,767**		

Charter School Name:	Gateway Lab School								#students per unit					
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State funds are automatically calculated and are detailed on the "State Detail Page" tab.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate		K-2, 3-8	(Example K-8, 9-12)			Special Students 4-12 Complex		2.6						
Specify the county the school will be located		New Castle	Choices New Castle, Kent or Sussex											
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														
State Funding	**Local Funding**	**Total Funding**			**UNITS**	**24.10**								
$2,671,691	$1,663,834	**$4,335,524**			Enter Estimated # of 10th Graders Here					o				

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,991.12	**$0**
Regular Students 4-12	1.00	$1,612.81	**$1,613**
Special Students 4-12 Basic	3.00	$3,840.02	**$11,520**
Special Students 4-12 Intense	0.00	$5,376.02	**$0**
Special Students 4-12 Complex	0.00	$12,406.20	**$0**
Totals	**4.00**		**$13,133**

31 Brandywine	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$5,212.09	**$0**
Regular Students 4-12	4.00	$4,221.79	**$16,887**
Special Students 4-12 Basic	3.00	$10,051.89	**$30,156**
Special Students 4-12 Intense	1.00	$14,072.65	**$14,073**
Special Students 4-12 Complex	1.00	$32,475.33	**$32,475**
Totals	**9.00**		**$93,591**

10 Caesar Rodney	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,474.37	**$0**
Regular Students 4-12	0.00	$1,194.24	**$0**
Special Students 4-12 Basic	0.00	$2,843.44	**$0**
Special Students 4-12 Intense	0.00	$3,980.81	**$0**
Special Students 4-12 Complex	0.00	$9,186.48	**$0**
Totals	**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,164.40	**$0**
Regular Students 4-12	0.00	$2,563.17	**$0**
Special Students 4-12 Basic	0.00	$6,102.78	**$0**
Special Students 4-12 Intense	0.00	$8,543.89	**$0**
Special Students 4-12 Complex	0.00	$19,716.66	**$0**
Totals	**0.00**		**$0**

13 Capital	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,205.77	**$0**
Regular Students 4-12	0.00	$976.67	**$0**
Special Students 4-12 Basic	2.00	$2,325.41	**$4,651**
Special Students 4-12 Intense	0.00	$3,255.58	**$0**
Special Students 4-12 Complex	0.00	$7,512.88	**$0**
Totals	**2.00**		**$4,651**

33 Christina	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	31.00	$4,806.57	**$149,004**
Regular Students 4-12	32.00	$3,893.32	**$124,586**
Special Students 4-12 Basic	18.00	$9,269.82	**$166,857**
Special Students 4-12 Intense	6.00	$12,977.74	**$77,866**
Special Students 4-12 Complex	5.00	$29,948.64	**$149,743**
Totals	**92.00**		**$668,056**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,257.01	**$0**
Regular Students 4-12	10.00	$2,638.18	**$26,382**
Special Students 4-12 Basic	10.00	$6,281.38	**$62,814**
Special Students 4-12 Intense	4.00	$8,793.93	**$35,176**
Special Students 4-12 Complex	5.00	$20,293.68	**$101,468**
Totals	**29.00**		**$225,840**

37 Delmar	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$774.87	**$0**
Regular Students 4-12	0.00	$627.65	**$0**
Special Students 4-12 Basic	0.00	$1,494.40	**$0**
Special Students 4-12 Intense	0.00	$2,092.16	**$0**
Special Students 4-12 Complex	0.00	$4,828.06	**$0**
Totals	**0.00**		**$0**

36 Indian River	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,000.92	**$0**
Regular Students 4-12	0.00	$2,430.75	**$0**
Special Students 4-12 Basic	0.00	$5,787.49	**$0**
Special Students 4-12 Intense	0.00	$8,102.49	**$0**
Special Students 4-12 Complex	0.00	$18,698.04	**$0**
Totals	**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,382.03	**$0**
Regular Students 4-12	0.00	$1,119.44	**$0**
Special Students 4-12 Basic	0.00	$2,665.33	**$0**
Special Students 4-12 Intense	0.00	$3,731.47	**$0**
Special Students 4-12 Complex	0.00	$8,611.08	**$0**
Totals	**0.00**		**$0**

16 Laurel	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$689.70	**$0**
Regular Students 4-12	0.00	$558.66	**$0**
Special Students 4-12 Basic	0.00	$1,330.13	**$0**
Special Students 4-12 Intense	0.00	$1,862.19	**$0**
Special Students 4-12 Complex	0.00	$4,297.35	**$0**
Totals	**0.00**		**$0**

18 Milford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,192.09	**$0**
Regular Students 4-12	0.00	$965.60	**$0**
Special Students 4-12 Basic	0.00	$2,299.04	**$0**
Special Students 4-12 Intense	0.00	$3,218.65	**$0**
Special Students 4-12 Complex	0.00	$7,427.66	**$0**
Totals	**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	21.00	$4,413.19	**$92,677**
Regular Students 4-12	18.00	$3,574.69	**$64,344**
Special Students 4-12 Basic	14.00	$8,511.16	**$119,156**
Special Students 4-12 Intense	13.00	$11,915.63	**$154,903**
Special Students 4-12 Complex	8.00	$27,497.60	**$219,981**
Totals	**74.00**		**$651,062**

23 Seaford	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,061.66	**$0**
Regular Students 4-12	0.00	$859.95	**$0**
Special Students 4-12 Basic	0.00	$2,047.49	**$0**
Special Students 4-12 Intense	0.00	$2,866.48	**$0**
Special Students 4-12 Complex	0.00	$6,614.96	**$0**
Totals	**0.00**		**$0**

24 Smyrna	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,203.93	**$0**
Regular Students 4-12	0.00	$975.18	**$0**
Special Students 4-12 Basic	0.00	$2,321.86	**$0**
Special Students 4-12 Intense	0.00	$3,250.60	**$0**
Special Students 4-12 Complex	1.00	$7,501.39	**$7,501**
Totals	**1.00**		**$7,501**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,024.19	**$0**
Regular Students 4-12	0.00	$829.59	**$0**
Special Students 4-12 Basic	0.00	$1,975.23	**$0**
Special Students 4-12 Intense	0.00	$2,765.32	**$0**
Special Students 4-12 Complex	0.00	$6,381.50	**$0**
Totals	**0.00**		**$0**

APPENDIX E

Overview of Planned Curriculum

Houghton Mifflin Harcourt

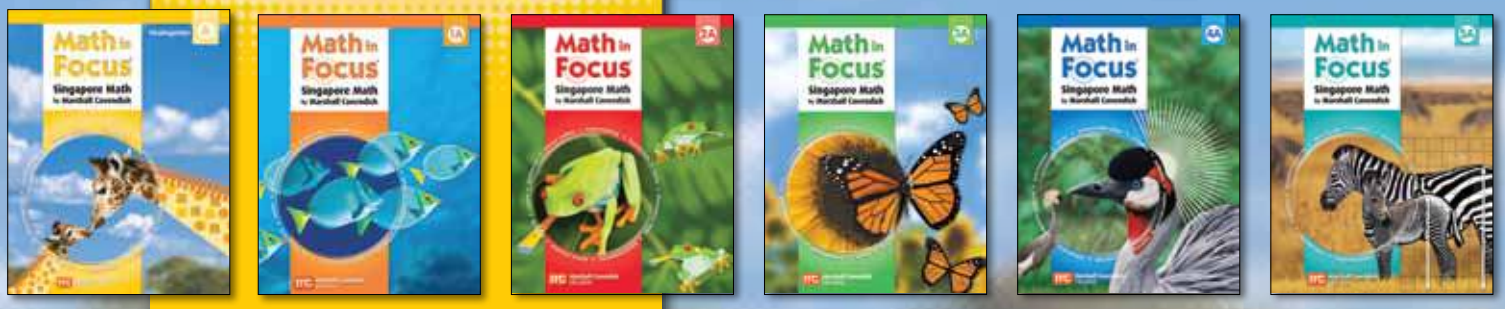
Math in Focus™

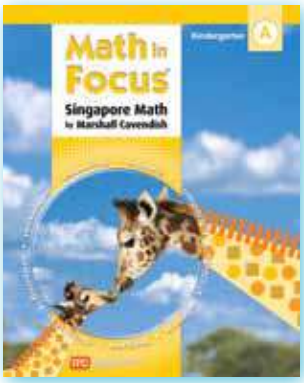
Singapore Math by Marshall Cavendish

Grades K–5 Scope and Sequence

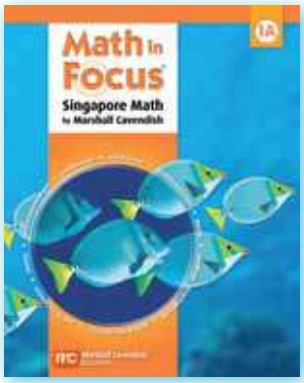
Your #1 Choice for World-Class Mathematics!

Deep Math Understanding. Real-World Problem Solvers.

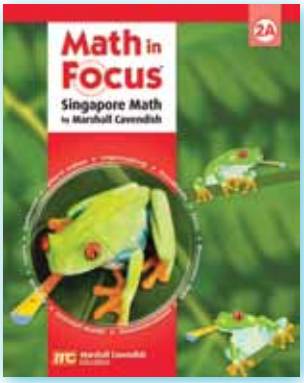




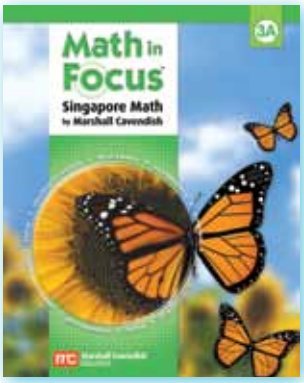
Grade K



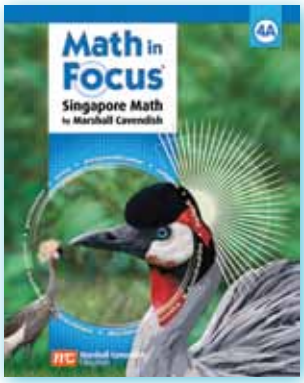
Grade 1



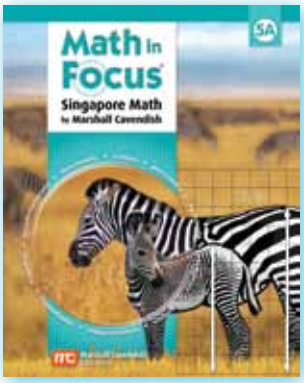
Grade 2



Grade 3



Grade 4



Grade 5

Math in Focus®: Singapore Math by Marshall Cavendish **is the U.S. Edition of Singapore's most widely used program.**

Key Differences

and Distinguishing Characteristics

Articulated Sequence

Math in Focus answers the call for a coherent sequence of topics giving students time to master foundational topics, so that little repetition is required the next year. Thus, each grade level covers fewer topics but in more depth, and you won't find all topics in every grade level.

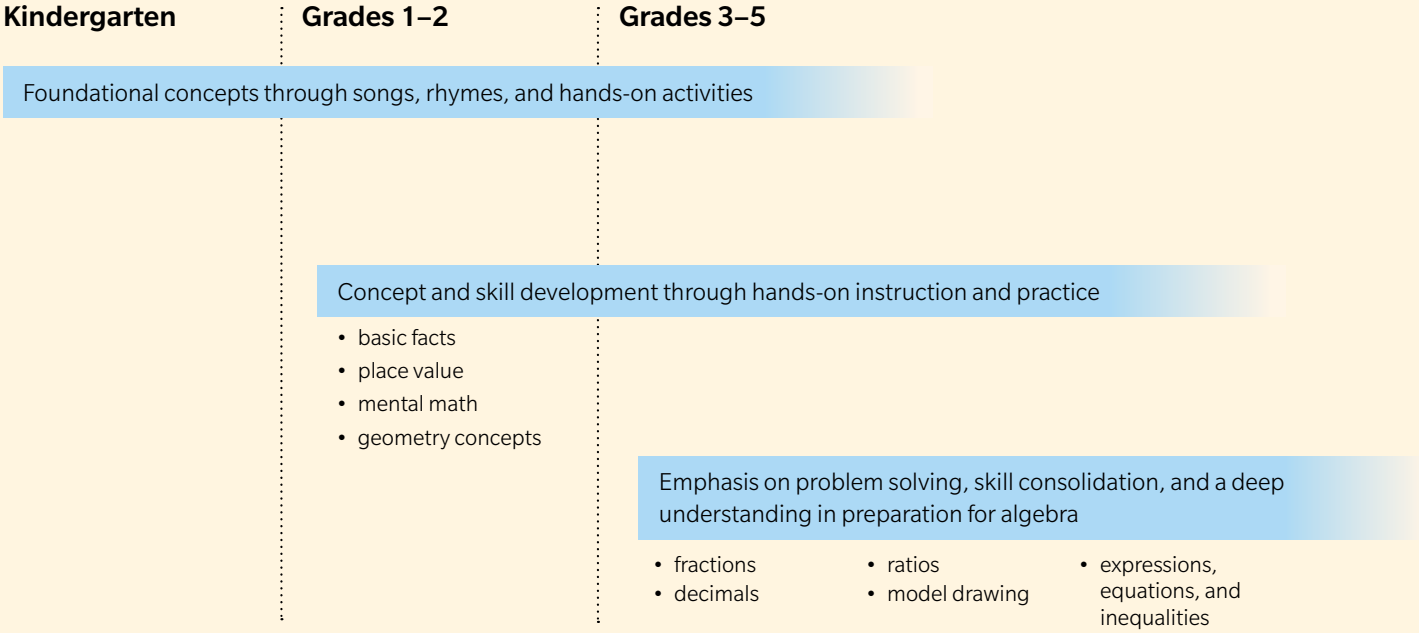
- **"Missing topics"** When a topic appears to be "missing," you can be assured that it is found in either an earlier or later grade level. For example you will find calendar concepts in Grades K and 1, but not repeated in Grade 2.
- **More advanced** As a result of not repeating topics year after year, students who use *Math in Focus* will advance faster than students in other programs. As a result, you may find topics that seem to be "too advanced." However, you will find your students easily able to handle the challenge as long as they have had the appropriate preliminary instruction.

Preparation for Algebra

Math in Focus answers the call to prepare students for algebra. As recommended by the National Math Panel, the *Math in Focus* sequence of topics emphasizes:

- **Number sense, basic facts, and computation** An early understanding of composition and decomposition of numbers is developed in tandem with mastery of basic facts and computation algorithms in Grades K–2.
- **Fractions and proportional reasoning** Significant time is allocated for in-depth work with fractions in Grades 3–5.
- **Problem solving** Challenging problem solving is built into each chapter in every grade level.

Developmental Continuum



	Kindergarten	Grade 1	Grade 2
Number and Operations			
Sets and Numbers	Use concrete models to create a set with a given number of objects (up to 20). Use cardinal and ordinal numbers.	Use concrete and pictorial models to create a set with a given number of objects (up to 100). Group objects and numbers up to 100 in tens and ones. Use cardinal numbers up to 100 and ordinal numbers up to 10^{th}.	Use concrete and pictorial models to create a set with a given number of objects (up to 1,000). Group objects and numbers up to 1,000 into hundreds, tens, and ones. Group objects into equal sized groups.
Number Representation	Use numbers to represent quantities up to 20.	Use number bonds to represent number combinations. Represent numbers to 100 on a number line.	Use place value models to create equivalent representations of numbers. Represent numbers to 1,000 on a number line.
Count	Count up to 20 objects in a set. Count on and back to 20. Count in 2s and 5s up to 20.	Count to 100. Count by 1s, 2s, 5s, and 10s forward and backward to 100.	Count to 1,000. Count by multiples of ones, tens, and hundreds.
Compare and Order	Compare and order sets and numbers up to 20. Compare and order using the terms *fewer*, *more*, and *less*.	Compare and order whole numbers to 100. Compare and order using the terms *same*, *more*, *fewer*, *greater than*, *less than*, *equal to*, *greatest*, and *least*.	Compare and order whole numbers to 1,000. Use <, >, and = to compare whole numbers.
Place Value		Use place value models and place value charts to represent numbers to 100.	Use base-ten models and place value charts to represent numbers to 1,000.

	Grade 3	Grade 4	Grade 5
Number and Operations			
Sets and Numbers			Explore negative numbers in context.
Number Representation	Represent numbers to 10,000 in different equivalent forms.	Represent numbers to 100,000 in various contexts.	Understand place value concepts through millions.
Count	Count to 10,000. Count by hundreds and thousands.	Count by thousands and ten thousands.	Count by hundred thousands and millions.
Compare and Order	Compare and order whole numbers to 10,000.	Compare and order whole numbers to 100,000.	Compare and order whole numbers to 10,000,000.
Place Value	Use place value models to read, write, and represent numbers to 10,000.	Express numbers to 100,000 in standard, expanded, and word forms.	Express numbers to 10,000,000 in various forms.

	Kindergarten	Grade 1	Grade 2
Number and Operations (continued)			
Place Value (continued)		Express numbers to 100 in standard and word forms.	Express numbers to 1,000 in terms of place value. Compose and decompose multi-digit numbers (including expanded form).
Fraction Concepts			Connect geometric concepts with unit fractions—halves, thirds, and fourths. Understand the relationship between a fraction and a whole. Compare and order halves, thirds, and fourths using bar models.
Money	Identify and relate coin values (penny, nickel, dime, quarter). Count and make coin combinations.	Identify and relate coin values (penny, nickel, dime, quarter). Count and make coin combinations.	Identify $1, $5, $10, and $20 bills. Count and make combinations of coins and bills. Compare money amounts.
Decimal Concepts			Use the dollar sign and decimal point.

	Grade 3	Grade 4	Grade 5
Number and Operations (continued)			
Place Value (continued)			
Fraction Concepts	Understand the meanings and uses of fractions including fraction of a set. Understand that the size of a fractional part is relative to the size of the whole. Compare fractions using models and number lines. Identify equivalent fractions through the use of models, multiplication, division, and number lines. Add and subtract like fractions.	Recognize, write, name, and illustrate mixed numbers and improper fractions. Find a fraction of a set. Generate equivalent fractions. Convert among mixed numbers and improper fractions.	Convert fractions to decimals. Relate fractions and division expressions.
Money	Add and subtract money. Solve real-world problems involving addition and subtraction of money.		
Decimal Concepts	Use the dollar sign and decimal point in money amounts.	Model decimals using tenths and hundredths.	Model decimals using thousandths.

	Kindergarten	Grade 1	Grade 2
Number and Operations (continued)			
Decimal Concepts (continued)			
Ratio, Proportion, and Percent			
Whole Number Computation: Addition and Subtraction	Model joining and separating sets. Use +, -, and = to write number sentences for addition and subtraction stories.	Model addition and subtraction situations. Use models, numbers, and symbols for addition and subtraction facts to 20. Use the order, grouping, and zero properties to develop addition and subtraction fact strategies. Add and subtract up to 2-digit numbers with and without regrouping	Model addition and subtraction with place value. Recall addition and subtraction facts. Use different methods to develop fluency in adding and subtracting multi-digit numbers. Add and subtract whole numbers to 1,000.

	Grade 3	Grade 4	Grade 5
Number and Operations (continued)			
Decimal Concepts (continued)		Understand decimal notation through hundredths as an extension of the base-ten system. Read and write decimals that are greater than or less than 1. Compare and order decimals. Identify equivalent decimals. Connect equivalent fractions and decimals.	Understand place value concepts through thousandths. Convert decimals to fractions.
Ratio, Proportion, and Percent			Use ratios to solve problems. Find equivalent ratios. Solve problems with percent. Convert fractions to percents. Find a percent of a number.
Whole Number Computation: Addition and Subtraction	Model regrouping in addition and subtraction with place value. Add and subtract whole numbers to 10,000.		

	Kindergarten	Grade 1	Grade 2
Number and Operations (continued)			
Whole Number Computation: Addition and Subtraction Real-World Problems	Represent addition and subtraction stories.	Formulate addition and subtraction stories. Solve addition and subtraction problems using basic facts.	Solve multi-digit addition and subtraction problems by using a bar model.
Whole Number Computation: Multiplication and Division Concepts	Count by 2s and 5s up to 20.	Count by 2s, 5s, and 10s. Adding the same number to multiply. Represent sharing equally and making equal groups.	Multiply and divide with 2, 3, 4, 5, and 10. Represent multiplication as repeated addition. Represent division as repeated subtraction. Use the ×, ÷, and = symbols to represent multiplication and division situations.
Whole Number Computation: Multiplication and Division Algorithms			

	Grade 3	Grade 4	Grade 5
Number and Operations (continued)			
Whole Number Computation: Addition and Subtraction Real-World Problems	Solve addition and subtraction problems with greater numbers by using a bar model.		
Whole Number Computation: Multiplication and Division Concepts	Multiply and divide with 6, 7, 8, and 9. Represent multiplication in different ways. Represent division in different ways.	Apply understanding of models for multiplication and division. Recall multiplication facts and related division facts.	
Whole Number Computation: Multiplication and Division Algorithms	Multiply 1s, 10s, and 100s with and without regrouping. Use addition and multiplication properties to multiply. Divide 10s and 1s with and without regrouping, no remainder.	Develop fluency in multiplying multi-digit numbers. Divide by a 1-digit number, with a remainder.	Multiply multi-digit numbers. Find quotients involving multi-digit dividends.

	Kindergarten	Grade 1	Grade 2
Number and Operations (continued)			
Whole Number Computation: Multiplication and Division Real-World Problems			Use bar models to represent multiplication and division situations. Solve multiplication and division fact problems.
Fraction Computation			Add and subtract like fractions (halves, thirds, fourths).
Decimal Computation		Add and subtract money.	Solve addition and subtraction money problems.
Estimation and Mental Math		Use mental math strategies to add and subtract.	Use mental math strategies to add and subtract.

	Grade 3	Grade 4	Grade 5
Number and Operations (continued)			
Whole Number Computation: Multiplication and Division Real-World Problems	Use bar models to represent multiplication and division situations. Solve one- and two-step multiplication and division problems.	Solve multi-digit multiplication and division problems.	Solve multiplication and division problems. Select the most useful form of the quotient and interpret the remainder.
Fraction Computation	Add and subtract like fractions.	Add and subtract unlike fractions.	Add and subtract unlike fractions and mixed numbers. Multiply proper fractions, improper fractions, mixed numbers, and whole numbers. Divide fractions by whole numbers. Solve word problems with addition, subtraction, multiplication, and division of fractions.
Decimal Computation	Add and subtract money amounts.	Add and subtract decimals. Solve problems with addition and subtraction of decimals.	Add and subtract decimals. Multiply and divide decimals by whole numbers. Solve problems with multiplication and division of decimals.
Estimation and Mental Math	Use mental math strategies to add subtract, multiply, and divide.	Use mental math and estimation strategies to find sums, differences, products, and quotients.	Use estimation and mental math to estimate sums, differences, products, and quotients.

	Kindergarten	Grade 1	Grade 2
Number and Operations (continued)			
Estimation and Mental Math (continued)		Estimate quantity by using referents.	Round to the nearest ten to estimate sums and differences.
Algebra			
Patterns	Describe and extend repeating shape patterns. Count by 2s and 5s. Describe a rule for sorting objects. Find missing terms in repeating patterns.	Identify, describe, and extend two- and three-dimensional shape patterns. Skip count by 2s, 5s, and 10s. Identify a rule for sorting objects. Identify and extend growing and repeating patterns. Find missing terms in growing and repeating patterns.	Describe, extend, and create two-dimensional shape patterns. Skip count by 2s, 3s, 4s, 5s, and 10s. Identify rules for number patterns. Find missing terms in table patterns.
Properties		Identify 0 as the identity element for addition and subtraction. Use the Associative and Commutative Properties of Addition.	Understand that addition and subtraction are inverse operations. Apply properties of addition. Use the Distributive Property as a multiplication strategy.
Number Theory	Identify odd and even numbers.		

	Grade 3	Grade 4	Grade 5
Number and Operations (continued)			
Estimation and Mental Math (continued)	Use front-end estimation and rounding to estimate sums and differences.	Decide whether an estimate or exact answer is needed. Use estimation in determining relative sizes of amounts or distances. Round and estimate with decimals.	Estimate sums and differences with fractions and decimals. Estimate products and quotients with decimals.
Algebra			
Patterns	Create and analyze multiplication and division patterns. Skip count by 6s, 7s, 8s, and 9s. Analyze number and counting patterns.	Identify, describe, and extend numeric and non-numeric patterns. Use a rule to describe a sequence of numbers or objects.	Identify, describe, and extend numeric patterns involving all operations. Find rules to complete number patterns.
Properties	Understand that multiplication and division are related. Create and analyze multiplication and division patterns. Model, define, and explain properties of multiplication.	Represent division as the inverse of multiplication.	
Number Theory	Identify odd and even numbers.	Find the greatest common factor and least common multiple. Identify prime and composite numbers.	

	Kindergarten	Grade 1	Grade 2
Algebra (continued)			
Functional Relationships		Understand the relationships between the numbers in fact families.	Recognize how bar models show relationships between numbers and unknowns in number sentences.
Expressions/ Models		Use a variety of concrete, pictorial, and symbolic models for addition and subtraction.	Use a variety of concrete, pictorial, and symbolic models for addition, subtraction, multiplication, and division.
Number Sentences and Equations	Model addition and subtraction stories with addition and subtraction number sentences.	Model addition and subtraction situations by writing addition and subtraction number sentences.	Model multiplication and division situations by writing multiplication and division number sentences. Use bar models and number sentences to represent real-world problems. Determine the value of missing quantities in number sentences.
Equality and In-equality	Understand the meaning of the = sign in number sentences.	Understand the difference between equality and inequality.	Use and create models that demonstrate equality or inequality. Use <, >, and = to write number sentences.
Geometry			
Size and Position	Understand big, middle- sized, and small.	Describe position with left and right.	

	Grade 3	Grade 4	Grade 5
Alegbra (continued)			
Functional Relationships	Understand the relationships between the numbers in multiplication and division fact families. Describe number relationships in context.	Understand the relationships between the numbers and symbols in formulas for area and perimeter. Describe number relationships in context.	Understand the relationships between the numbers and symbols in formulas for surface area and volume. Describe number relationships in context.
Expressions/ Models	Use a variety of concrete, pictorial, and symbolic models for multi-digit addition, subtraction, multiplication, and division.	Use a variety of concrete, pictorial, and symbolic models for multiplication and division; and addition and subtraction with fractions and decimals.	Use letters as variables. Simplify algebraic expressions. Use the order of operations in numeric expressions with two or more operations.
Number Sentences and Equations	Write multiplication and division number sentences. Write and solve number sentences for one- and two-step real-world problems. Determine the missing parts (quantities or symbols) in number sentences.	Write and solve number sentences for one-, two-, and three-step real-world problems. Use bar models and number sentences for one-, two-, and three-step real-world problems. Determine the missing parts (quantities or symbols) in number sentences.	Write and solve number sentences and equations for one- and two-step real-world problems. Write and solve equations. Graph linear equations.
Equality and In-equality	Understand equality and inequality. Write and solve inequalities.	Understand equality and inequality.	Understand equality and inequality.
Geometry			
Size and Position			

	Kindergarten	Grade 1	Grade 2
Geometry (continued)			
Size and Position (continued)	Describe and compare objects by position.	Use positional words to describe location.	
Lines and Angles			Identify parts of lines and curves.
Two-Dimensional Shapes	Identify similarities and differences.		
	Name flat shapes that make up real-world objects. Identify, describe, sort, and classify two-dimensional shapes. Make flat shape pictures. Compare areas using non-standard units.	Identify real-world two-dimensional shapes. Identify and describe attributes and properties of two-dimensional shapes. Sort and classify two-dimensional shapes. Compose and decompose two-dimensional shapes.	Identify, describe, sort, and classify two-dimensional shapes. Identify parts of lines and curves. Compose and decompose two-dimensional shapes. Develop foundations for understanding area.
Three-Dimensional Shapes	Name and sort solid shapes. Understand that three-dimensional shapes are made up of two-dimensional shapes.	Identify real-world three-dimensional shapes. Identify two-dimensional shapes in three-dimensional shapes.	Identify, describe, sort, and classify three-dimensional shapes.

	Grade 3	Grade 4	Grade 5
Geometry (continued)			
Size and Position (continued)			
Lines and Angles	Identify perpendicular and parallel lines. Identify right angles and compare angles to right angles.	Draw perpendicular and parallel lines. Construct and measure angles.	Work with angles on a straight line. Work with angles at a point.
Two-Dimensional Shapes	Describe, analyze, compare, and classify two-dimensional shapes by their sides and angles. Classify and sort polygons and quadrilaterals by attributes and properties. Investigate composing and decomposing two-dimensional shapes. Use attributes and properties to solve problems. Find and compare the area of plane figures in different square units.	Apply the properties of squares and rectangles. Find unknown angle measures and side lengths of squares and rectangles. Identify figures that form tessellations. Understand the relationships between the numbers and symbols in formulas for area and perimeter.	Apply the properties of right, isosceles, and equilateral triangles. Apply the sum of the angle measures of a triangle. Apply the properties of a parallelogram, rhombus, and trapezoid. Demonstrate that the sum of any two side lengths of a triangle is greater than the length of the third side. Find the area of a triangle.
Three-Dimensional Shapes			Identify and classify prisms and pyramids. Identify the solid that can be made from a net.

	Kindergarten	Grade 1	Grade 2
Geometry (continued)			
Three-Dimensional Shapes (continued)		Sort and classify three-dimensional shapes. Recognize shapes from different perspectives. Compose and decompose three-dimensional shapes.	Identify surfaces that slide, stack, and roll.
Congruence and Symmetry		Develop initial understanding of congruence and symmetry.	
Transformations			
Coordinate Geometry			
Measurement			
Length and Distance	Compare lengths and heights using non-standard units. Compare and order lengths (long, short, longest, shortest). Develop a background for measurement using non-standard units.	Compare two lengths by comparing each with a third length (transitivity). Use a start line to measure length. Measure lengths, using non-standard units. Explain the need for equal-length units to measure.	Demonstrate linear measure as an iteration of units. Use rulers to measure length. Measure lengths in meters, centimeters, feet, and inches.

	Grade 3	Grade 4	Grade 5
Geometry (continued)			
Three-Dimensional Shapes (continued)			Identify cylinders, spheres, and cones. Describe cylinders, spheres, and cones by the number of and types of faces, and the number of edges and vertices. Build solids using unit cubes.
Congruence and Symmetry	Identify symmetrical figures and one line of symmetry. Solve problems involving congruency.	Identify line and rotational symmetry. Relate rotational symmetry to turns and congruency.	
Transformations	Identify pairs of shapes that show a flip, slide, and turn. Demonstrate that figures and their flip, slide, and turn images are congruent.	Use transformations to form tessellations.	
Coordinate Geometry		Develop coordinate readiness with tables and line graphs.	Plot points on a coordinate grid.
Measurement			
Length and Distance	Select appropriate units and tools to estimate and measure length. Use meter sticks, 12-inch rulers, and yardsticks to measure length. Measure length to the nearest half inch and inch. Use referents to estimate distance.		

	Kindergarten	Grade 1	Grade 2
Measurement (continued)			
Length and Distance (continued)		Explain the need for equal-length units to measure. Count length units in groups of 10s and 1s. Compare measurements made using different units. Understand the inverse relationship between the size of a unit and the number of units.	 Compare and measure lengths using customary and metric units. Demonstrate partitioning and transitivity in relation to length. Solve problems involving estimating, measuring, and computing length.
Weight/Mass	Order objects by weight. Compare weights using non-standard units.	Compare and measure weights using non-standard units. Compare two masses by comparing each with a third mass (transitivity). Solve weight problems.	Compare and measure masses. Solve mass problems.
Capacity/ Volume	Compare capacities using non-standard units.		Measure volume (capacity) in liters. Solve volume problems.

	Grade 3	Grade 4	Grade 5
Measurement (continued)			
Length and Distance (continued)	Estimate and measure length, distance, and height in meters, centimeters, and kilometers. Convert among metric units of length. Solve one- and two-step real-world problems in measurement.		
Weight/Mass	Select appropriate units and tools to estimate and measure weight. Use referents to estimate weight. Estimate and find masses of objects. Convert among units of mass.		
Capacity/ Volume	Select appropriate tools and units to estimate and measure volume and capacity. Determine the volume and capacity of a container. Relate the units of customary capacity to one another. Use referents to estimate capacity.		

	Kindergarten	Grade 1	Grade 2
Measurement (continued)			
Capacity/ Volume (continued)			
Time	Name and order the days of the week and the months of the year. Compare durations of events.	Read a calendar to identify the days of the week, months, and seasons of the year. Recognize the correct way to write the date. Tell time to the hour and half hour.	Use A.M. and P.M. to write time. Tell time to five minutes. Find elapsed time.
Temperature			
Angles			
Perimeter			

	Grade 3	Grade 4	Grade 5
Measurement (continued)			
Capacity/ Volume (continued)	Estimate and measure capacity in liters and milliliters. Convert among metric units of capacity.		
Time	Read time on a digital clock. Convert between hours and minutes. Determine elapsed time. Add and subtract units of time.		
Temperature	Read a Fahrenheit thermometer. Choose the appropriate tool and unit to measure temperature. Use referents to estimate temperature.		
Angles	Compare angles to right angles.	Estimate and measure angles with a protractor. Classify angles by angle measure. Relate 1/4-, 1/2-, 3/4-, and full turns to the number of right angles.	Apply the idea that the sum of angles on a straight line is 180°. Apply the idea that vertical angles are equal in measure. Apply the idea that the sum of angles at a point is 360°.
Perimeter	Measure perimeter of plane figures.	Find the perimeter of composite figures.	

	Kindergarten	Grade 1	Grade 2
Measurement (continued)			
Perimeter (continued)			
Area	Compare areas using non-standard units.	Compose and decompose two-dimensional shapes (foundation for understanding area).	Develop foundations for understanding area.
Surface Area and Volume			
Data Analysis			
Classifying and Sorting	Understanding similarities and differences in objects and shapes. Sorting and classifying objects using one or two attributes.	Sort and classify geometric shapes. Sorting and classifying data in order to make graphs.	Sort and classify two- and three-dimensional shapes by properties. Collect and organize data in picture graphs.

	Grade 3	Grade 4	Grade 5
Measurement (continued)			
Perimeter (continued)	Choose the appropriate tool, unit, and strategy to measure perimeter. Estimate the perimeter of surfaces and objects.	Solve problems involving the perimeter of squares, rectangles, and composite figures.	
Area	Find and compare the area of plane figures in different square units. Make different plane figures with the same area. Estimate area of small and large surfaces. Compare the area and perimeter of two plane figures. Find the area of rectangles and composite figures.	Explain area as an attribute of two-dimensional figures. Connect area measure to the area model for multiplication; use it to justify the formula for the area of a rectangle. Estimate and measure area in square units. Select appropriate units, strategies, and tools to solve area problems. Explain the relationships among area formulas of different polygons.	Find the area of triangles.
Surface Area and Volume	Decompose solid figures to find the surface area. Estimate and measure volume in cubic units.		
Data Analysis			
Classifying and Sorting	Classify and sort polygons and quadrilaterals by attributes and properties. Collect and organize data in bar graphs and line plots.	Construct line plots, stem-and-leaf plots, tables, and line graphs.	Represent data in a double bar graph.

	Kindergarten	Grade 1	Grade 2
Data Analysis (continued)			
Collect and Organize Data	Organize data for a picture graph.	Collect and organize data in different ways.	Collect and organize data in different ways.
Represent Data	Represent data in pictographs.	Represent measurements and data in picture graphs, tally charts, and bar graphs.	Represent data in picture graphs.
Interpret/ Analyze Data	Interpret data in tally charts and pictographs.	Interpret data in picture graphs, tally charts, and bar graphs. Read bar graphs with scales. Solve problems involving data.	Interpret picture graphs with scales. Solve real-world problems using picture graphs.
Probability			
Outcomes			
Expressing Probability			
Problem Solving			
Build Skills Through Problem Solving	Build skills in addition and subtraction through problem solving.	Build skills in addition, subtraction, and measurement through problem solving.	Build skills in addition, subtraction, multiplication, division, and measurement through problem solving.

	Grade 3	Grade 4	Grade 5
Data Analysis (continued)			
Collect and Organize Data			
Represent Data			
Interpret/ Analyze Data	Interpret picture and bar graphs with scales. Use frequency tables, bar graphs, picture graphs, and line plots to solve real-world problems.	Interpret tally charts, bar graphs, picture graphs, tables, and line graphs. Find the mean (average), median, mode, and range of a data set.	Analyze data in a double bar graph.
Probability			
Outcomes		Decide whether an outcome is certain, more likely, equally likely, less likely, or impossible.	Determine experimental probability of an outcome.
Expressing Probability		Express the probability of an event as a fraction.	Compare the results of an experiment with theoretical probability. Find all possible combinations by listing, making a tree diagram, and multiplying.
Problem Solving			
Build Skills Through Problem Solving	Build skills in addition, subtraction, multiplication, division, and measurement through problem solving.	Build skills in multiplication, division, fraction concepts, data analysis, and measurement through problem solving.	Build skills in multiplication; division; fraction concepts, decimals, ratios, and percents; data analysis; and measurement through problem solving.

	Kindergarten	Grade 1	Grade 2
Problem Solving (continued)			
Solve Real-World Problems	Solve real-world problems involving addition and subtraction.	Solve real-world problems involving addition and subtraction.	Solve real-world problems involving addition, subtraction, multiplication, division, and measurement.
Use Appropriate Strategies and Thinking Skills to Solve Problems		Apply problem solving strategies in Put on Your Thinking Cap! and Problem Solving activities.	Apply problem solving strategies in Put on Your Thinking Cap! and Problem Solving activities.
Apply and Explain Problem Solving	Solve real-world problems.	Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.	Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.
Explore Concepts	Use models to explain reasoning.	Explore concepts more deeply and justify reasoning in Let's Explore and Hands-On activities. Apply Thinking Skills, Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.	Explore concepts more deeply and justify reasoning in Let's Explore and Hands-On activities. Apply Thinking Skills, Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.
Investigate Mathematical Ideas	Investigate ideas with two-dimensional shapes.	Further investigate mathematical ideas by completing critical thinking skills activities.	Further investigate mathematical ideas by completing critical thinking skills activities.
Identify, Demonstrate, and Explain Mathematical Proof	Demonstrate that only a few big things fit into small spaces and many small things fit into big spaces. Describe, sort, and classify two- and three-dimensional shapes.	Explore transitivity by comparing lengths and weights of three different objects. Identify and describe attributes and properties of two- and three-dimensional shapes.	Demonstrate the inverse relationship between the size of a unit and the number of units. Identify, describe, sort, and classify two- and three-dimensional shapes.

	Grade 3	Grade 4	Grade 5
Problem Solving (continued)			
Solve Real-World Problems	Solve real-world problems involving addition, subtraction, multiplication, division, and measurement.	Solve real-world problems involving multiplication, division, fraction concepts, data analysis, and measurement.	Solve real-world problems involving multiplication; division; concepts with fractions, decimals, ratios, and percents; data analysis; and measurement.
Use Appropriate Strategies and Thinking Skills to Solve Problems	Apply problem solving strategies in Put on Your Thinking Cap! and Problem Solving activities.	Use appropriate strategies to solve real-world problems.	Use appropriate strategies to solve real-world problems.
Apply and Explain Problem Solving	Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.	Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.	Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.
Explore Concepts	Explore concepts more deeply and justify reasoning in Let's Explore and Hands-On activities. Apply Thinking Skills, Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.	Explore concepts more deeply and justify reasoning in Let's Explore and Hands-On activities. Apply Thinking Skills, Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.	Explore concepts more deeply and justify reasoning in Let's Explore and Hands-On activities. Apply Thinking Skills, Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.
Investigate Mathematical Ideas	Further investigate mathematical ideas by completing critical thinking skills activities.	Further investigate mathematical ideas by completing critical thinking skills activities.	Further investigate mathematical ideas by completing critical thinking skills activities.
Identify, Demonstrate, and Explain Mathematical Proof	Demonstrate that figures and their flip, slide, and turn images are congruent. Identify pairs of shapes that show a flip, slide, and turn.	Show that some figures can be turned and not change shape or size (rotational symmetry). Use properties of squares and rectangles to solve problems.	Apply the idea that the sum of angles on a straight line is 180°. Apply the idea that the sum of angles at a point is 360°. Explain the relationships among area formulas of different polygons.

	Kindergarten	Grade 1	Grade 2
Problem Solving (continued)			
Identify, Demonstrate, and Explain Mathematical Proof (continued)	Interpret data in tally charts and pictographs. Identify and extend repeating shape patterns.	Interpret picture graphs, tally charts, and bar graphs. Identify and extend growing number patterns and repeating shape patterns.	Interpret picture graphs with scales. Identify rules for number patterns.
Use a Variety of Reasoning Skills	Sort and classify using attributes. Identify similarities and differences.	Recognize shapes from different perspectives. Use the Commutative and Associative properties, and 10s and 1s to solve two-digit addition and subtraction problems.	Identify surfaces that slide, stack, and roll. Explore the inverse relationship between addition and subtraction.
Communication			
Consolidate Mathematical Thinking	Consolidate thinking in independent activities.	Present mathematical thinking through Math Journal activities.	Present mathematical thinking through Math Journal activities.
Communicate with Peers, Teachers, and Others	Discuss mathematical ideas in paired and small-group activities.	Discuss mathematical ideas in Let's Explore activities. Work together in pairs or groups in Let's Explore, Games, and other activities.	Discuss mathematical ideas in Let's Explore activities. Work together in pairs or groups in Let's Explore, Games, and other activities.
Share Mathematical Thinking	Share mathematical ideas in paired and small-group activities.	Share mathematical ideas with others during Let's Explore and Hands-On activities.	Share mathematical ideas with others during Let's Explore and Hands-On activities.

	Grade 3	Grade 4	Grade 5
Problem Solving (continued)			
Identify, Demonstrate, and Explain Mathematical Proof (continued)	Interpret bar graphs with scales. Create and analyze multiplication and division patterns.	Analyze a data set by finding its mean, median, mode, and range. Identify, describe, and extend numeric and non-numeric patterns.	Compare the results of an experiment to validate the use of theoretical probability. Identify, describe, and extend numeric patterns involving all operations.
Use a Variety of Reasoning Skills	Model, define, and explain properties of multiplication. Explore the inverse relationship between multiplication and division. Use estimation to check reasonableness.	Use properties of squares and rectangles to solve problems about area and perimeter. Use estimation to check reasonableness (whole-number addition, subtraction, multiplication and division).	Explore the relationship among lists, tree diagrams, and multiplication to calculate combinations. Use properties of multiplication (including the Distributive Property) in estimation and mental math.
Communication			
Consolidate Mathematical Thinking	Present mathematical thinking through Math Journal activities.	Present mathematical thinking through Math Journal activities.	Present mathematical thinking through Math Journal activities.
Communicate with Peers, Teachers, and Others	Discuss mathematical ideas in Let's Explore activities. Work together in pairs or groups in Let's Explore, Games, and other activities.	Discuss mathematical ideas in Let's Explore activities. Work together in pairs or groups in Let's Explore, Games, and other activities.	Discuss mathematical ideas in Let's Explore activities. Work together in pairs or groups in Let's Explore, Games, and other activities.
Share Mathematical Thinking	Share mathematical ideas with others during Let's Explore and Hands-On activities.	Share mathematical ideas with others during Let's Explore and Hands-On activities.	Share mathematical ideas with others during Let's Explore and Hands-On activities.

	Kindergarten	Grade 1	Grade 2
Communication (continued)			
Express Mathematical Ideas	Express ideas in paired and small group activities.	Express ideas in Math Journal activities, using lesson vocabulary. Use chapter and lesson vocabulary correctly.	Express ideas in Math Journal activities, using lesson vocabulary. Use chapter and lesson vocabulary correctly.
Connections			
Recognize Connections in Mathematical Ideas	Understand the connection between quantities and written numerals.	Understand the relationship between counting and addition and subtraction. Understand the relationships among the numbers in fact families. Connect addition and multiplication (repeated addition). Recognize and apply different strategies for adding and subtracting one- and two-digit numbers.	Examine and apply the inverse relationship between addition and subtraction. Connect geometric concepts with unit fractions. Connect subtraction and division (repeated subtraction). Recognize and apply different strategies for multiplication and division facts.
Understand How Concepts Build on One Another	Explore relationships among counting, ordering, and ordinal numbers.	Learn how place value concepts apply to regrouping in addition and subtraction.	Understand how patterns can be described using numbers, operations, and data displays. Recognize the relationship between bar models, number sentences, and number patterns.

	Grade 3	Grade 4	Grade 5
Communication (continued)			
Express Mathematical Ideas	Express ideas in Math Journal activities, using lesson vocabulary. Use chapter and lesson vocabulary correctly.	Express ideas in Math Journal activities, using lesson vocabulary. Use chapter and lesson vocabulary correctly.	Express ideas in Math Journal activities, using lesson vocabulary. Use chapter and lesson vocabulary correctly.
Connections			
Recognize Connections in Mathematical Ideas	Apply the inverse relationship between multiplication and division. Understand that the size of a fractional part is relative to the size of the whole. Connect the units of customary capacity to one another. Understand the relationships between the numbers in multiplication-division fact families.	Demonstrate that decimal notation is an extension of the base-ten system. Examine the relationship between fractions and decimals. Make connections among multiplication, division, factors, and multiples. Convert among mixed numbers and improper fractions.	Relate fractions and division. Understand the connection among fractions, decimals, ratios, and percents as ways to represent parts of a whole. Examine the relationships between three-dimensional figures and the two-dimensional figures that form them. Relate fractions and division.
Understand How Concepts Build on One Another	Understand the meanings and uses of fractions including fraction of a set. Use addition, subtraction, multiplication, and division to construct and analyze graphs, frequency tables, and line plots.	Describe number relationships in context. Connect equivalent fractions and decimals. Make connections among the greatest common factor, least common multiple, and operations with fractions.	Explain the relationships among area formulas of different polygons. Connect equivalent fractions, decimals, and percents.

	Kindergarten	Grade 1	Grade 2
Connections (continued)			
Solve Real-World Problems in Contexts Outside of Mathematics	Solve real-world problems involving more and less.	Solve real-world problems involving addition, subtraction, and measurement.	Solve real-world problems involving addition, subtraction, multiplication, division, measurement, and data analysis.
Representation			
Use Representations to Model, Organize, and Record	Use concrete models to create a set with a given number of objects (up to 20).	Use concrete and pictorial models to create a set with a given number of objects (up to 100).	Use concrete and pictorial models to create a set with a given number of objects (up to 1,000).
	Use numbers and numerals to represent quantities up to 20.	Represent numbers to 100 on a number line.	Represent numbers to 1,000 on a number line.
	Use picture cards to communicate understanding of comparisons (bigger and smaller).	Use number bonds to represent numbers.	
	Understand the meaning of the = sign in number sentences.	Understand equality and inequality.	Use symbolic notation (< and >) to compare numbers.
	Model addition and subtraction stories with addition and subtraction number sentences.	Use the +, −, and = symbols to represent real-world addition and subtraction situations.	Use bar models to represent addition and subtraction situations.
	Represent addition and subtraction stories.	Represent numerical data using picture graphs, tally charts, and bar graphs.	Represent numerical data using picture graphs with scales, tally charts, and bar graphs.
		Represent sharing equally and making equal groups.	Use the ×, ÷, and = symbols to represent multiplication and division situations.

	Grade 3	Grade 4	Grade 5
Connections (continued)			
Solve Real-World Problems in Contexts Outside of Mathematics	Solve real-world problems involving addition, subtraction, multiplication, division, and measurement. Solve real-world problems related to money.	Solve real-world problems involving multiplication, division, fraction concepts, data analysis, and measurement.	Solve real-world problems involving multiplication; division; fraction, decimal, ratio, and percent concepts; data analysis; and measurement. Compare experimental results and theoretical probability.
Representation			
Use Representations to Model, Organize, and Record	Use place value models to read, write, and represent numbers to 10,000. Represent numbers in different equivalent forms. Use the dollar sign and decimal point in money amounts. Solve addition and subtraction problems with greater numbers by using a bar model Represent multiplication and division in different ways. Use a variety of representations for multiplication and division, such as arrays, area models, number lines, grouping, and sharing.	Represent numbers to 100,000 in various contexts. Express numbers to 100,000 in standard, expanded, and word forms. Model decimals to tenths and hundredths. Write addition and subtraction number sentences for real-world problems with fractions and decimals. Use models to show relationships between improper fractions and mixed numbers. Apply understanding of models for multiplication and division.	Explore negative numbers in context. Express numbers to 10,000,000 in various forms. Find equivalent ratios. Explore the use of letters as variables in expressions and inequalities. Convert fractions and decimals to percents. Represent combinations with lists, tree diagrams, and multiplication.

	Kindergarten	Grade 1	Grade 2
Representation (continued)			
Use Representations to Model, Organize, and Record (continued)			Represent multiplication with skip counting, dot paper arrays, and bar models. Represent division as repeated subtraction sentences.
	Describe and extend shape patterns. Describe a rule for sorting objects.	Identify, describe, and extend two- and three-dimensional shape patterns. Identify a rule for sorting objects. Identify and extend growing and repeating patterns.	Describe, extend, and create two-dimensional shape patterns. Identify rules for number patterns.
Select and Apply Representations to Model Problems	Represent quantities with objects, number cubes, and numerals.	Use number bonds to represent number combinations. Use a variety of concrete, pictorial, and symbolic models for addition and subtraction.	Use place value models to create equivalent representations of numbers. Use a variety of concrete, pictorial, and symbolic models for addition, subtraction, multiplication, and division. Represent multiplication with skip counting and arrays.
Interpret Phenomena through Representations	Show understanding of big, middle-sized, small, and same size. Describe and compare objects by position.	Measure and compare lengths and weights using non-standard units. Use positional words to describe location.	Use metric and customary units to measure length, volume (capacity), weight, and mass.

	Grade 3	Grade 4	Grade 5
Representation (continued)			
Use Representations to Model, Organize, and Record (continued)	Determine the missing parts (quantities or symbols) in number sentences.	Write addition and subtraction number sentences for real-world problems with fractions and decimals.	Write and solve equations.
	Create and analyze multiplication and division patterns.		
	Identify a rule for number and counting patterns.	Use a rule to describe a sequence of numbers or objects.	Find rules to complete number patterns.
Select and Apply Representations to Model Problems	Use a variety of models to represent fractions and equivalent fractions.	Translate between equivalent improper fractions and mixed numbers.	Translate between fractions and percents.
	Use a variety of concrete, pictorial, and symbolic models for multi-digit addition, subtraction, multiplication, and division.	Use a variety of models for multi-digit multiplication and division of whole numbers.	Select the most useful form of the quotient.
	Use customary units (including fractions) to measure length, weight, and capacity.	Use a variety of models for addition and subtraction of fractions and decimals.	Use a net to find the surface area of a prism.
Interpret Phenomena through Representations	Use referents to estimate length, capacity, and weight.	Measure perimeter and area in customary and metric units.	Measure volume of a rectangular prism.

	Kindergarten	Grade 1	Grade 2
Representation (continued)			
Interpret Phenomena through Representations (continued)	Name flat shapes that make up real-world objects.	Identify real-world two- and three-dimensional shapes.	
	Represent measurements and data in picture graphs and bar graphs.	Represent data in picture graphs.	Represent data in bar graphs and picture graphs.
	Order a number of objects according to length, height, or weight.	Solve problems about sharing equally and making equal groups.	Solve real-world problems about social phenomena.
	Use one-to-one correspondence.	Use a variety of models for adding and subtracting.	Use bar models to represent addition, subtraction, multiplication, and division situations.
		Use technology (virtual manipulatives and computers) to model and draw.	Use technology (virtual manipulatives and computers) to model and draw.

	Grade 3	Grade 4	Grade 5
Representation (continued)			
Interpret Phenomena through Representations (continued)	Use frequency tables, bar graphs, picture graphs, and line plots to solve problems.	Collect data and organize it in a table.	Represent data in a double bar graph.
		Create a line graph from data in a table.	Represent an equation as a graphed line.
	Solve real-world problems involving social situations.	Use measures of central tendency to describe typical values of data sets (social).	
	Solve real-world problems related to money.	Solve real-world problems involving multiplication, division, fraction concepts, data analysis, and measurement.	Solve real-world problems involving social situations.
	Use technology (virtual manipulatives and computers) to model and draw. Use a calculator to model, compute, and solve problems.	Use technology (virtual manipulatives and computers) to model and draw.	Use technology (virtual manipulatives and computers) to model and draw.

Aligned with National and International Research Recommendations

Focus and Depth

National Council of Teachers of Mathematics

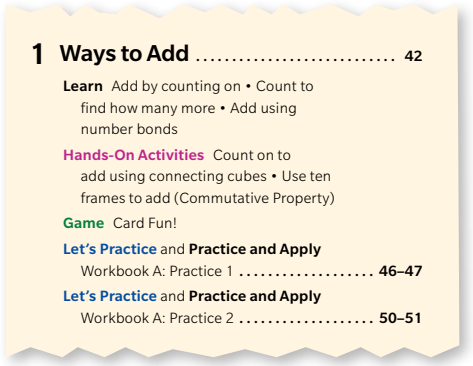
"A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades."

—Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics, 2006

Math in Focus

addresses fewer topics in greater depth at each level.

- Knowledge is built carefully and thoroughly with both *multi-page* lessons and *multi-day* lessons.
- Time is built into the program to develop understanding with *hands-on activities* with manipulatives, as well as *extensive skills practice.*



Grade 1, Chapter 3, Lesson 1

Interlocking Concepts and Skills

National Math Advisory Panel

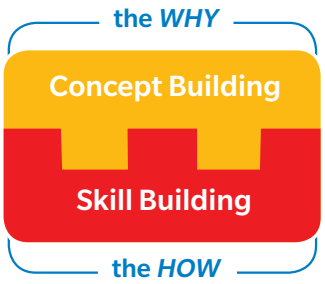
"Use should be made of what is clearly known from rigorous research about how children learn, especially by recognizing the mutually-reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts."

—Foundations for Success, 2008

Math in Focus

develops concepts and skills in tandem.

- Manipulatives and visual representations provide a conceptual backbone.
- *Skills are connected to concepts* through visual representations.
- Extensive problem solving *merges conceptual understanding with computational skills.*



Clear Visuals and Use of Models

National Research Council

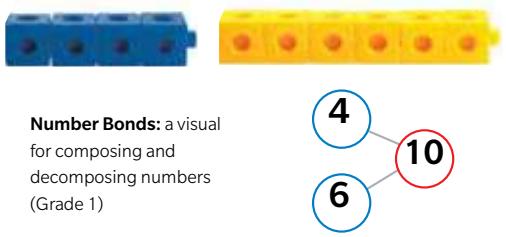
"Opportunities should involve connecting symbolic representations and operations with physical or pictorial representations, as well as translating between various symbolic representations."

—*Adding It Up: Helping Children Learn Mathematics*, 2001

Math in Focus

uses clear and engaging visuals that present concepts and model solutions.

- *Minimal text* and simple, direct visuals allow all students, regardless of language skills, to focus on the math lesson.
- The use of *model drawings* offer a visual representation of word problems, leading to symbolic solutions of rich and complex problems.
- Consistent use of the *concrete–pictorial–abstract pedagogy* repeatedly "models" the model-drawing problem solving strategy.



Number Bonds: a visual for composing and decomposing numbers (Grade 1)

Emphasis on Problem Solving

Singapore Ministry of Education

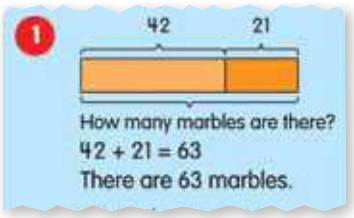
"Mathematical problem solving is central to mathematics learning. It involves the acquisition and application of mathematics concepts and skills in a wide range of situations, including non-routine, open-ended, and real-world problems."

—*Mathematics Syllabus: Primary*, 2006

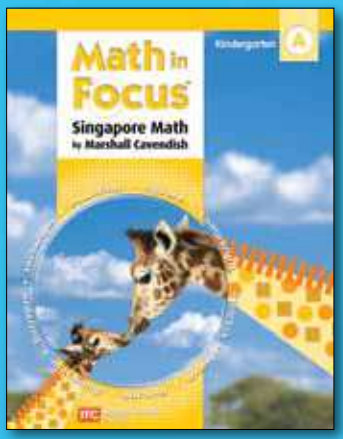
Math in Focus

uses a scaffolded approach to solving word problems, focusing on model drawing to build success and confidence.

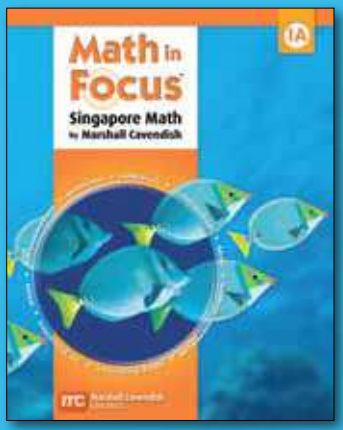
- The visual representation of word problems leads to symbolic solutions of *rich and complex problems.*
- Students draw on prior knowledge, as well as recently acquired concepts and skills, as they combine *problem solving strategies with critical thinking skills.*



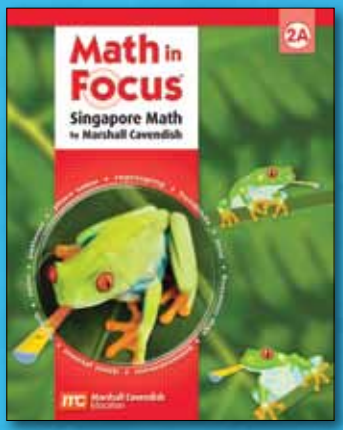
Bar Model: a visual representation of a word problem (Grade 2)



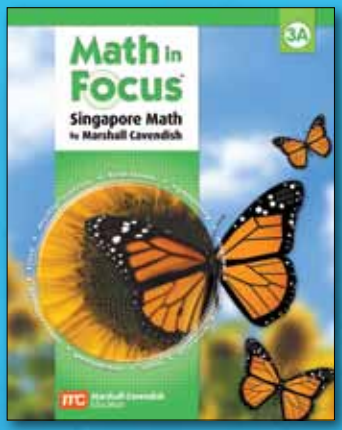
Grade K



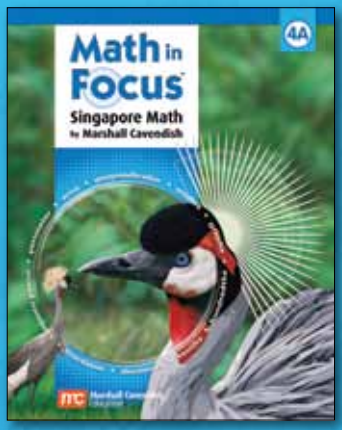
Grade 1



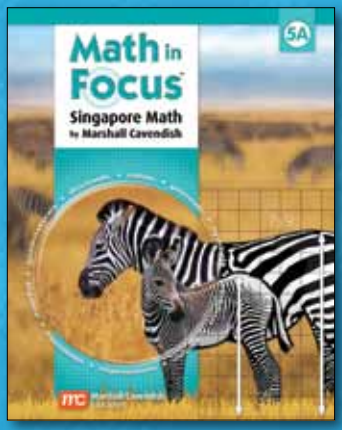
Grade 2



Grade 3



Grade 4



Grade 5

Math in Focus™

Singapore Math by Marshall Cavendish

Math in Focus: Singapore Math by Marshall Cavendish is the U.S. edition of *My Pals are Here! Maths*, the world-class program most widely used in Singapore classrooms today. Marshall Cavendish math programs have contributed to Singapore's consistent top performance in international studies since 1995.

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Marshall Cavendish Education

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade K • Unit 1 • Scope and Sequence

Big Idea: Take a New Step What can we learn when we try new things?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Make New Friends **Essential Question:** How can we get along with new friends?	**Title:** "The Lion and the Mouse" **Genre:** Fable **Strategy:** Ask and Answer Questions	**Main Selection Title:** *What About Bear?* **Genre:** Fantasy **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** "How to Be a Friend" **Genre:** Informational Text **Text Feature:** Photographs	**Short Text:** *I Can* **Genre**: Nonfiction **Short Text:** *Can I?* **Genre:** Fiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection** **Genre:** Fantasy **Titles:** A: *Soup!* O: *Mouse and Monkey* E: *Mouse and Monkey* B: *Come and Play!*	**Literature Big Book:** Organization	**Academic Words:** *title* *author* *illustrator* *noun*	*the*	*friend* *problem* *escape* *grasped* *rescue*	Feeling Words	**Phonological/ Phonemic Awareness:** Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending **Phonics** */m/m* (initial/final)	**Sound-Spelling and Word Automaticity;** Intonation	**Writing Trait**: Ideas **Grammar Skill:** Nouns **Weekly Writing Focus:** Write a Personal Narrative	**Weekly:** What makes a good friend?
Week 2 **Weekly Concept:** Get Up and Go! **Essential Question:** How do baby animals move?	**Title:** "The Tortoise and the Hare" **Genre:** Fable **Strategy:** Ask and Answer Questions	**Main Selection Title:** *Pouch!* **Genre:** Fantasy **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** "Baby Animals on the Move" **Genre:** Informational Text **Text Feature:** Labels	**Short Text:** *We Can* **Genre:** Nonfiction **Short Text:** *I Can, I Can* **Genre:** Fiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection** **Genre:** Fantasy **Titles:** A: *Hop!* O: *We Hop!* E: *We Hop!* B: *We Can Move!*	**Literature Big Book:** informational text, observation, poetry	**Academic Words:** *fantasy* *fable* *opinion* *details*	*we*	*adventure* *movement* *arrived* *exciting* *exhausted*	Family Words	**Phonological/ Phonemic Awareness:** Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending **Phonics** */a/a* (initial/medial) **Consonant Review:** /m/m	**Sound-Spelling and Word Automaticity;** Intonation	**Writing Trait**: Ideas **Grammar Skill:** Nouns **Weekly Writing Focus:** Write an opinion	**Weekly:** How do animals move?
Week 3 **Weekly Concept:** Use Your Senses **Essential Question:** How can your senses help you learn?	T**itle:** "A Feast of the Senses" **Genre:** Nonfiction **Strategy:** Visualize	**Main Selection Title:** *Senses at the Seashore* **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Photos) **Paired Selection Title:** "I Smell Springtime," "Taste of Purple," "Rain"" **Genre:** Poetry **Literary Element:** Sensory Words	**Short Text:** *Sam Can* **Genre:** Fiction **Short Text:** *I Can See* **Genre:** Nonfiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection** **Genre:** Informational Text **Titles:** A: *The Beach* O: *At School* E: *At School* B: *See It Grow!*	**Literature Big Book:** Organization	**Academic Words:** *informational text* *observation* *poetry*	*see*	*explore* *senses* *feast* *finished, kneads*	Sensory Words	**Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization **Phonics:** */s/s* (initial) **Consonant/Vowel Review:** */a/a, /m/m*	**Sound-Spelling and Word Automaticity;** Phrasing	**Writing Trait:** Ideas **Grammar Skill:** Nouns **Weekly Writing Focus:** Make a Picture Web	**Weekly Project:** What can we learn by using our senses?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade K • Unit 2 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Let's Explore What can you find out when you explore?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Tools We Use **Essential Question:** How do tools help us to explore?	**Title:** "Timimoto" **Genre:** Tale **Strategy:** Ask and Answer Questions	**Main Selection Title:** *The Handiest Things in the World* **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Photos) **Paired Selection Title:** ""Discover with Tools" **Genre:** Informational Text **Text Feature:** Headings	**Short Text: "**Pam Can See" **Genre:** Fiction **Short Text:** "We Can See!" **Genre:** Nonfiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection** **Genre:** Informational Text **Titles:** A: *We Need Tools* O: *A Trip* E: *A Trip* B: *What Can You See?*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *photographs* *sentence* *verb*	*a*	*tools* *discover* *defeated* *fetch* *rumble*	Color Words	**Phonological/ Phonemic Awareness:** Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending **Phonics:** */p/p* (initial/final) **Consonant/Vowel Review:** */a/a, /m/m, /s/s*	**Sound-Spelling and Word Automaticity;** Phrasing	**Writing Trait:** Idea **Grammar Skill:** Verbs **Weekly Writing Focus:** Write an Explanatory Sentence	**Weekly Project:** In what ways are tools useful?
Week 2 **Weekly Concept:** Shapes All Around Us **Essential Question:** What shapes do you see around you?	**Title:** "Kites in Flight" **Genre:** Informational Text **Strategy:** Ask and Answer Questions	**Main Selection Title:** *Shapes All Around* **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Photos) **Paired Selection Title:** ""Find the Shapes" **Genre:** Informational Text **Text Feature:** Bold Print	**Short Text:** "We Like Tam!" **Genre:** Fiction **Short Text:** "I Like Sam" **Genre:** Nonfiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection** **Genre:** Informational Text **Titles:** A: *Shapes!* O: *Play With Shapes!* E: *Play With Shapes!* B: *Use a Shape!*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *rectangle* *circle* *square* *triangle*	*like*	*materials* *nature* *decoration* *games* *world*	Shapes Words	**Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial/ final), Phoneme Blending, Phoneme Categorization **Phonics:** */t/t* (initial/final) **Consonant/Vowel Review:** */a/a, /m/m, /p/p, /s/s*	**Sound-Spelling and Word Automaticity;** Automaticity; Expression; Intonation	**Writing Trait:** Idea **Grammar Skill:** Verbs **Weekly Writing Focus:** Make a Shape Poster	**Weekly Project:** Where can you finwd shapes?
Week 3 **Weekly Concept:** World of Bugs **Essential Question:** What kind of bugs do you know about?	**Title:** "Animals in the Desert" **Genre:** Nonfiction **Strategy:** Reread	**Title:** *I Love Bugs!* **Genre:** Fiction **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** ""Bugs All Around" **Genre:** Informational Text **Text Feature:** Captions	**Short Text:** "Pat" **Genre:** Fiction **Short Text:** "Tap! Tap! Tap! **Genre:** Nonfiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection** **Genre:** Fiction **Titles:** A: *We Like Bugs!* O: *The Bugs Run* E: *The Bugs Run* B: *I See a Bug!*	**Literature Big Book:** Specific Vocabualry	**Academic Words:** *caption* *word web* *sort*	*the* *a* *see* *we* *like*	*curious* *observe* *attaches* *process* *slender*	Movement Words	**Phonological/ Phonemic Awareness:** Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending **Phonics:** */m/m, /a/a, /s/s, /p/p, /t/t*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Idea **Grammar Skill:** Verbs **Weekly Writing Focus:** Write a Story Sentence	**Weekly Project:** What do bugs do in their environments?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade K • Unit 3 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Going Places What can you learn by going to different places?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Rules to Go By **Essential Question:** What rules do we follow in different places?	**Title:** "The Boy Who Cried Wolf" **Genre:** Fable **Strategy:** Visualize	**Main Selection Title:** *How Do Dinosaurs Go to School?* **Genre**: Fantasy **Strategy:** Visualize **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** "Be Safe" **Genre**: Informational Text **Text Feature:** List	**Short Text:**"Can I Pat It?" **Genre:** Nonfiction **Short Text:** "Tim Can Tip It" **Genre:** Nonfiction	**Strategy:** Visualize **Skill:** Key Details **Main Selection Genre:** Fantasy **Titles:** A: *We Run* O: *Go, Nat!* E: *Go, Nat!* B: *The Birdhouse!*	**Literature Big Book:** Organization; Connection of Ideas	**Academic Words:** *visualize* *punctuation* *retell* *predict*	*to*	*rules* *cooperate* *guard* *prank* *responsible*	Movement Words	**Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation **Phonics:** /n/n (initial/ final) **Consonant/Vowel Review:** */a/a, /i/i, /m/m, /p/p, /s/s, /t/t* **Extend:** final double letters, *-ss, -tt*	**Sound-Spelling and Word Automaticity;** Intonation	**Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences **Weekly Writing Focus:** Write a Sentence	**Weekly Project:** What rules do we need to follow at school?
Week 2 **Weekly Concept:** Sounds Around Us **Essential Question:** What are the different sounds we hear?	**Title:** "The Turtle and the Flute" **Genre:** Fable **Strategy:** Visualize	**Main Selection Title: Clang! Clang! Beep! Beep! Listen to the City** **Genre:** Fiction **Strategy:** Visualize **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** "Sounds Are Everywhere" **Genre:** Informational Text **Text Feature:** Captions	**Short Text:** "Nat and Tip" **Genre:** Fiction **Short Text:** "Tim and Nan" **Genre: Nonfiction**	**Strategy:** Visualize **Skill: Key Details** **Main Selection Genre:** Fiction **Titles:** A: *City Sounds* O: *Farm Sounds* E: *Farm Sounds* B: *A Noisy Night*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *events* *period* *vocabulary`*	*and*	*listen* *volume* *chat* *exclaimed* *familiar*	Sound Words	**Phonological/ Phonemic Awareness:** Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending **Phonics** */a/a* (initial/medial) **Consonant Review:** /m/m	**Sound-Spelling and Word Automaticity;** Intonation	**Writing Trait**: Ideas **Grammar Skill:** Sentences **Weekly Writing Focus:** Write a Personal Narrative Sentence	**Weekly Project:** What sounds do we hear at school?
Week 3 **Weekly Concept:** The Places We Go Essential Question: What places do you go to during the week?	**Title:** "Field Trips" **Genre:** Informational Text **Strategy:** Visualize	**Main Selection Title:** Please Take Me for a Walk **Genre:** Fantasy **Strategy:** Visualize **Skill:** Character, Setting, Events (Use Illustrations) **Paired Selection Title:** "A Neighborhood" **Genre:** Informational Text **Text Feature:** Map	**Short Text:** *"We Go to See Nan"* **Genre:** *Fiction* **Short Text:** *"Can We Go?"* **Genre:** *Nonfiction*	**Strategy:** Visualize **Skill:** Character, Setting, Events **Main Selection Genre:** Fiction **Titles:** A: *We Can Go* O: *Going By Cab* E: *Going By Cab* B: *Cal's Busy Week*	**Literature Big Book:** Sentence Structure; Organization	**Academic Words:** *characters* *setting* *map*	*go*	*local* *routine* *neighborhood* *volunteer* *intelligent*	Sequence Words	**Phonological/ Phonemic Awareness:** Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation **Phonics:** */k/c* (initial) **Consonant/Vowel Review:** */a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t*	**Sound-Spelling and** Word Automaticity; Expression; Intonation	**Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences **Weekly Writing Focus:** Write an Opinion Sentence	**Weekly Project:** What places do you go to during the week? What do you do there?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade K • Unit 4 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Around the Neighborhood What do you know about the people and the places in your neighborhood?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Rules to Go By **Essential Question:** What rules do we follow in different places?	**Title:** "Little Juan and the Cooking Pot" **Genre:** Fable **Strategy:** Ask and Answer Questions	**Main Selection Title:** Whose Shoes? A Shoe for Every Job **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Sequence) **Paired Selection Title:** "Workers and Their Tools" **Genre:** Informational Text **Text Feature:** Labels	**Short Text:** "Tom on Top!" **Genre:** Nonfiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles:** A: *You Cook* O: *On the Job* E: *On the Job* B: *The Neighborhood*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *adjective* *category* *revise* *draft*	*you*	*equipment* *uniform* *utensils* *expect* *remained*	Job Words	**Phonological/ Phonemic Awareness:** Onset and Rime Blending Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization **Phonics:** n/o/o (initial/ medial) **Consonant/Vowel Review:** */a/a, /k/c, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t* **Extend:** *final double letters, -ss, -tt*	**Sound-Spelling and Word Automaticity;** Intonation	**Writing Trait:** Ideas **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Descriptive Sentence	**Weekly Project:** Which tools help workers do their jobs?
Week 2 **Weekly Concept:** Meet Your Neighbors **Essential Question:** Who are your neighbors?	**Title:** "Cultural Festivals" **Genre:** Informational Text **Strategy:** Ask and Answer Questions	**Main Selection Title:** *What Can You Do with a Paleta?* **Genre:** Fiction **Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Events (Use Illustrations) **Paired Selection Title:** "A World Festival" **Genre:** Informational Text **Text Feature:** Environmental Print	**Short Text:** "Sid" **Genre:** Fiction	**Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Events **Main Selection Genre:** Fiction **Titles:** A: *My Neighbors* O: *Neighborhood Party* E: *Neighborhood Parties* B: *Parade Day*	**Literature Big Book:** Sentence Structure	**Academic Words:** *research* *Internet* *present* *publish*	*do*	*appreciate* *cultures* *prefer* *proud* *tradition*	Food Words	**Phonological/ Phonemic Awareness:** Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation **Phonics:** */d/d* (initial/ final) **Consonant/Vowel Review:** */a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait**: Word Choice **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Menu	**Weekly Project:** What cultures can be found in your neighborhood?
Week 3 **Weekly Concept:** Pitch In **Essential Question:** How can people help to make your	**Title:** "The Bundle of Sticks" **Genre:** Fable **Strategy:** Ask and Answer Questions	**Main Selection Title:** Roadwork **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Sequence) **Paired Selection Title:** "A Community Garden" **Genre:** Informational Text **Text Feature:** Captions Genre: Informational Text **Text Feature:** Map	**Short Text:** "I Can, You Can! **Genre:** Fiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles:** A: *We Clean!* O: *Can You Fix It?* E: *Can You Fix It?* B: *Helping Mom*	**Literature Big Book:** Sentence Specific Vocabulary	**Academic Words:** *chart* *sequence* *blend* *plot*	*and* *do* *go* *to* *you*	*community* *improve* *confused* *harvest* *quarrel*	Position Words	**Phonological/** **Phonemic Awareness:** Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation **Phonics:** */i/i, /n/n, /k/c, /o/o, /d/d* **Consonant/Vowel Review:** */a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Word Choice **Grammar Skill:** Adjectives **Weekly** Writing Focus: Write an Expository Sentence	**Weekly Project:** In what ways can we improve our community?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade K • Unit 5 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Wonders of Nature What kinds of things can you find growing in nature?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** How Does Your Garden Grow? **Essential Question:** What do living things need to grow?	**Title:** "Growing Plants" **Genre:** Informational Text **Strategy:** Reread	**Main Selection Title:** *My Garden* **Genre:** Fiction **Strategy:** Reread **Skill:** Character, Setting, Events (Use Illustrations) **Paired Selection Titles:** "Tommy," "Maytime Magic," "The Seed," "Garden" **Genre:** Poetry **Literary Element:** Rhyme and Repetition	**Short Text:** "Hop Can Hop!" **Genre:** Fiction	**Strategy:** Reread **Skill:** Character, Setting, Events **Main Selection Genre:** Fantasy **Titles:** A: *My Garden* O: *My Garden Grows* E: *My Garden Grows* B: *The Mystery Seeds*	**Literature Big Book:** Purpose	**Academic Words:** *pronoun, rhyme, event, beginning* **Vocabulary Strategy:** *Plurals*	*my*	*require, plant, harmful, soak, crowd*	Job Words	**Phonological/ Phonemic Awareness:** Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization **Phonics:** */h/h* (initial) **Consonant/Vowel Review:** */a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p,/s/s, /t/t* **Extend:** final */z/s*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Organization **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write a Poem	**Weekly Project:** What do plants need to grow?
Week 2 **Weekly Concept:** Trees **Essential Question:** How do living things change as they grow?	**Title:** "The Pine Tree" **Genre:** Fairy Tale **Strategy:** Reread	**Main Selection Title:** *A Grand Old Tree* **Genre:** Informational Text **Strategy:** Reread **Skill:** Main Topic and Key Details **Paired Selection Title:** "From a Seed to a Tree" **Genre:** Informational Text **Text Feature:** Diagram	**Short Text:** "Ed and Ned" **Genre:** Nonfiction	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:** A: *The Tree* O: *Many Trees* E: *Many Trees* B: *Our Apple Tree*	**Literature Big Book:** Organization	**Academic Words:** *fact, topic, fairy tale, diagram* **Vocabulary Strategy:** Inflectional Ending *-ed*	*are*	*develop, amazing, content, enormous, imagine*	Tree Parts	**Phonological/** **Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation **Phonics:** */e/e* (initial/ medial) **Consonant/Vowel Review:** */a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Organization **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write an Opinion About a Book	**Weekly Project:** How do trees change as they grow?
Week 3 **Weekly Concept:** Fresh from the Farm **Essential Question:** What kinds of things grow on a farm?	**Title:** "Farms Around the World" **Genre:** Informational Text **Strategy:** Reread	**Main Selection Title:** An Orange in January **Genre:** Informational Text **Strategy:** Reread **Skill:** Main Topic and Key Details **Paired Selection Title:** "Farmers' Market" **Genre:** Informational Text **Text Feature:** Lists	**Short Text:** "Ron With Red" **Genre:** Fiction	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:** A: *The Farmer* O: *Let's Make a Salad!* E: *Let's Make a Salad!* B: *Farm Fresh Finn*	**Literature Big Book:** Sentence Structure	**Academic Words:** *reread, lists* *Vocabulary Strategy:* Context Clues	*with, he*	*fresh, delicious, beneath, raise, special*	Food Words	**Phonological/** **Phonemic Awareness:** Recognize Rhyme **Phonemic Awareness:** Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition **Phonics:** */f/f, /r/r* (initial) **Consonant/Vowel Review:** */a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Intonation; Phrasing	**Writing Trait:** Organization **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write Story Sentences	**Weekly Project:** How do fruits and vegetables grow?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade K • Unit 6 • Scope and Sequence

Big Idea: Weather for all Seasons How do weather and seasons affect us?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** The Four Seasons **Essential Question:** How are the seasons different?	**Title:** "A Tour of the Seasons" **Genre:** Informational Text **Strategy:** Visualize	**Main Selection Title:** *Mama, Is It Summer Yet?* **Genre:** Fiction **Strategy:** Visualize **Skill:** Key Details (Sequence) **Paired Selection Titles:** "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You" **Genre:** Poetry **Literary Element:** Rhyme	**Short Text:** "Is It Hot?" **Genre:** Nonfiction	**Strategy:** Visualize **Skill:** Key Details (Sequence) **Main Selection Genre:** Fiction **Titles:** A: *It Is Hot!* O: *Little Bear* E: *Little Bear* B: *Ant and Grasshopper*	**Literature Big Book:** Organization	**Academic Words:** *plural pattern* **Vocabulary Strategy:** Context Clues (multiple-meaning words, unknown phrases)	*is* *little*	*weather* *seasons* *migrate* *active* *spot*	Seasons	**Phonological/ Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation **Phonics:** /b/b (initial/final), /l/l (initial) **Consonant/Vowel Review:** */a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t* **Extend:** final double letters, *-ll*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Voice **Grammar Skill:** Nouns **Weekly Writing Focus:** Write Opinion Sentences	**Weekly Project:** What do we do in different seasons?
Week 2 **Weekly Concept:** What's the Weather? **Essential Question:** What happens in different kinds of weather?	**Title:** "The Frog and the Locust" **Genre:** Folktale **Strategy:** Visualize	**Main Selection Title:** **Rain** **Genre:** Fantasy **Strategy:** Visualize **Skill:** Key Details (Sequence) **Paired Selection Title:** "Cloud Watch" **Genre:** Informational Text **Text Feature:** Speech Bubbles	**Short Text:** "Kim and Nan" **Genre:** Fiction	**Strategy:** Visualize **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:** A: *The Rain* O: *Weather Is Fun* E: *Weather Is Fun* B: *Kate and Tuck*	**Literature Big Book:** Lack of Prior Knowledge	**Academic Words:** *narrative* *folktale* *speech bubbles* *dialogue* **Vocabulary Strategy:** Shades of Meaning	*she* *was*	*predict* *temperature* *drought* *clever* *storm*	Weather Words	**Phonological/Phonemic Awareness:** Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation **Phonics:** */k/k* (initial), */k/ ck,* (final) **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Voice **Grammar Skill:** Nouns **Weekly Writing Focus:** Write a Personal Narrative	**Weekly Project:** How can you observe how strong the wind blows?
Week 3 **Weekly Concept:** Stormy Weather **Essential Question:** How can you stay safe in bad weather?	**Title:** "Rainbow Crow" **Genre:** Myth **Strategy**: Visualize	**Main Selection Title:** *Waiting Out the Storm* **Genre:** Fiction **Strategy:** Visualize **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** "Be Safe in Bad Weather" **Genre:** Informational Text **Text Feature:** Directions	**Short Text:** "Mack and Ben" **Genre:** Fiction	**Strategy:** Visualize **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:** A: *Bad Weather* O: *Getting Ready* E: *Getting Ready* B: *The Storm*	**Literature Big Book:** Sentence Structure	**Academic Words:** *purpose* *report* *myth* **Vocabulary Strategy:** Question Words	*are* *he* *is* *little* *my* *she* *was* *with*	*safe* *prepare* *notice* *celebration* *enough*	Question Words	**Phonological/Phonemic Awareness:** Recognize Alliteration, Phoneme Identity, Phonem Blending, Phoneme Addition **Phonics:** */h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Voice **Grammar Skill:** Nouns **Weekly Writing Focus:** Write a Weather Report	**Weekly Project:** What are some ways to stay safe in bad weather?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade K • Unit 7 • Scope and Sequence

Big Idea: The Animal Kingdom What are different kinds of animals?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Baby Animals **Essential Question:** How are some animals alike and how are they different?	**Title:** "Baby Farm Animals" **Genre:** Informational Text **Strategy:** Reread	**Main Selection Title:** *Zoo Borns!* **Genre:** Informational Text **Strategy:** Reread **Skill:** Connections Within Text (Compare and Contrast) **Paired Selection Title:** "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar" **Genre:** Poetry **Literary Element:** Alliteration	**Short Text:** "A Pup and a Cub" **Genre:** Nonfiction	**Strategy:** Reread **Skill:** Connections Within Text (Compare and Contrast) **Main Selection Genre:** Informational Text **Titles:** A: *Two Cubs* O: *Animal Bodies* E: *Animal Bodies* B: *Two Kinds of Bears*	**Literature Big Book:** Lack of Prior Knowledge	**Academic Words:** *same, different, verb, inquiry* **Vocabulary Strategy:** Compound Words	*for, have*	*appearance, behavior, exercise, wander, plenty*	Animal Parts	**Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion **Phonics:** */u/u (initial/ (medial)* **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /k/ ck, /d/d, /e/e, /f/f,/h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Word Choice **Grammar Skill:** Verbs **Weekly Writing Focus:** Write an Animal Card	**Weekly Project:** What features do animals have?
Week 2 **Weekly Concept:** Pet Pals? **Essential Question:** How do you take care of different kinds of pets?	**Title:** "The Frog and the Locust" **Genre:** Folktale **Strategy:** Visualize	**Main Selection Title:** *The Birthday Pet* **Genre:** Fiction **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Problem and Solution) **Paired Selection Title:** "The Perfect Pet" **Genre:** Fiction **Text Feature:** Chart	**Short Text:** "I Hug Gus!" **Genre:** Fiction	**Strategy:** Make. Confirm, and Revise Predictions **Skill:** Character, Setting, Plot **Main Selection Genre:** Fiction **Titles:** A: *My Cats* O: *Their Pets* E: *Their Pets* B: *Will's Pet*	**Literature Big Book:** Organization	**Academic Words:** *explain, prediction* **Vocabulary Strategy:** Prepositions	*of, they*	*responsibility, train, depend, compared, social*	Pet Words	**Phonological/Phonemic Awareness:** Recognize and Generate Rhyme, Phoneme Isolation (initial/ final g; initial w), Phoneme Blending, Phoneme Substitution **Phonics:** */g/g* (initial/final), */w/w* (initial) **Extend:** *l-blends; sl, gl, cl* **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /k/ ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Word Choice **Grammar Skill:** Verbs **Weekly Writing Focus:** Write an Explanatory	**Weekly Project:** How do you take care of a pet?
Week 3 **Weekly Concept:** Animal Habitats **Essential Question:** Where do animals live?	**Title:** "Anansi: An African Tale" **Genre:** Tale **Strategy:** Make. Confirm, and Revise Predictions	**Main Selection Title:** *Bear Snores On* **Genre:** Fantasy **Strategy:** Make. Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Cause and Effect) **Paired Selection Title:** "Animal Homes" **Genre:** Informational Text **Text Feature:** Glossary	**Short Text:** "A Vet in a Van" **Genre:** Fiction	**Strategy:** Make. Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Cause and Effect) **Main Selection Genre:** Fantasy **Titles:** A: *We Want Water* O: *A New Home* *E: A New Home* B: *Bird's New Home*	**Literature Big Book:** Purpose	**Academic Words:** *questions, answer, glossary* **Vocabulary Strategy:** Shades of Meaning	*said, want*	*habitat, wild, complain, join, stubborn*	Animal Homes	**Phonological/Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution **Phonics:** */x/x* (final), */v/v* (initial) **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /k/ ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Ideas **Grammar Skill:** Verbs **Weekly Writing Focus:** Write Questions and Answers	**Weekly Project:** What do animals' homes look like?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade K • Unit 8 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: From Here to There Where can you go that is near and far?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** On the Move **Essential Question:** What can help you go from here to there?	**Title:** "The King of the Winds" **Genre:** Tale **Strategy:** Make Predictions	**Main Selection Title:** *When Daddy's Truck Picks Me Up* **Genre:** Fiction **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Use Illustrations) **Paired Selection Title:** "From Here to There" **Genre:** Nonfiction **Text Feature:** Headings	**Short Text:** "Dad Got a Job" **Genre:** Fiction	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot **Main Selection Genre:** Fiction **Titles:** A: *I Go Places* O: *Run, Quinn!* E: *Run, Quinn!* B: *Going to Gran's House*	**Literature Big Book:** Organization	**Academic Words:** *preposition* *order* *headings* **Vocabulary Strategy:** Context Clues	*here* *me*	*transportation* *vehicle* *journey* *fierce* *wide*	Vehicles	**Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial j, qu), Phonome Blending, Phoneme Segmentation **Phonics:** */j/j, /kw/qu* (initial) **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences with Prepositions **Weekly Writing Focus:** Write a Personal Narrative	**Weekly Project:** What are different ways to travel?
Week 2 **Weekly Concept:** My U.S.A. **Essential Question:** What do you know about our country?	**Title:** "The Best of the West" **Genre:** Informational Text **Strategy:** Reread	**Main Selection Title:** *Ana Goes to Washington, D.C.* **Genre:** Informational Text **Strategy:** Reread **Skill:** Main Topic and Key Details **Paired Selection Title:** "See Our Country" **Genre:** Nonfiction **Text Feature:** Captions	**Short Text:** "Pack a Bag!" **Genre:** Fiction	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:** A: *See This!* O: *Places to See* E: *Places to See* B: *My Trip to Yellowstone*	**Literature Big Book:** Genre	**Academic Words:** *history* *text* **Vocabulary Strategy:** Synonyms	*this* *what*	*country* *travel* *careful* *purpose* *connect*	Ordinal Numbers	**Phonological/Phonemic Awareness:** Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution **Phonics:** */y/y, /z/z* (initial) **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences with Prepositions **Weekly Writing Focus:** Write a Travel Poster	**Weekly Project:** What would you like to find out about in our country?
Week 3 **Weekly Concept:** Look to the Sky **Essential Question:** What do you see in the sky?	**Title:** "A View from the Moon" **Genre:** Informational Text **Strategy:** Make Predictions	**Main Selection Title:** *Bringing Down the Moon* **Genre:** Fiction **Strategy:** Make Confirm, Revise Predictions **Skill:** Character Setting, Plot (Problem and Solution) **Paired Selection Title: "**Day and Night Sky" **Genre:** Informational Text **Text Feature:** Headings	**Short Text:** "Up! Up! Up!" **Genre:** Nonfiction	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Problem and Solution) **Main Selection Genre:** Fantasy **Titles:** A: *Going Up* O: *In the Clouds* E: *In the Clouds* B: *How Sun and Moon Found Home*	**Literature Big Book:** Sentence Structure	**Academic Words:** *prepositional phrase* **Vocabulary Strategy:** Similes	*for* *have* *they* *of* *said* *want* *here* *me* *this* *what*	*distance* *recognize* *space* *challenge* *surface*	Opposites	**Phonological/Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition **Phonics:** */u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z* **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences with Prepositions **Weekly Writing Focus:** Write a Counting Book	**Weekly Project:** What can you see in the sky during the day and at night?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade K • Unit 9 • Scope and Sequence

Big Idea: Things Change How do things change?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Growing Up **Essential Question:** How can you help out at home?	**Title:** "Helping Out at Home" **Genre:** Informational Text **Strategy:** Ask and Answer Questions	**Main Selection Title:** *Peter's Chair* **Genre:** Fiction **Strategy:** Ask and Answer Questions **Skill:** Plot: Sequence **Paired Selection Title:** "The Clean Up!" **Genre:** Fiction **Text Feature:** Chart	**Short Text:** Jake and Dale Help!" **Genre:** Fiction	**Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Plot (Sequence) **Main Selection Genre:** Fiction **Titles:** A: *Let Me Help You* O: *How Can Jane Help?* E: *How Can Jane Help?* B: *Used to Help Too*	**Literature Big Book:** Purpose	**Academic Words:** *selection* **Vocabulary Strategy:** Prefixes and Suffixes	*help* *too*	*chores* *contribute* *member, organize* *accomplish*	Household Furniture	**Phonological/ Phonemic Awareness:** Syllable Segmentation, Phoneme Identity, Phonome Blending, Phoneme Deletion **Phonics:** */ā/a_e* **Extend:** digraphs; sh **Consonant/Vowel Review:** */a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n,/o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Word Choice **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write an Opinion About a Book	**Weekly Project:** How do characters in Ezra Jack Keats's books show they are growing up?
Week 2 **Weekly Concept:** Good Citizens **Essential Question:** What do good citizens do?	**Title:** "The Little Red Hen" **Genre:** Fable **Strategy:** Reread	**Main Selection Title:** *Hen Hears Gossip* **Genre:** Fantasy **Strategy:** Reread **Skill:** Character, Setting, Plot (Cause and Effect) **Paired Selection Title:** "Team Up to Clean Up" **Genre:** Informational Text **Text Feature:** Captions	**Short Text:** "We Can Play" **Genre:** Fiction	**Strategy:** Reread **Skill:** Character, Setting, Plot (Cause and Effect) **Main Selection Genre:** Fantasy **Titles:** A: *Mike Helps Out* O: *Clive and His Friend* E: *Clive and His Friend* B: *Farmer White's Best Friend*	**Literature Big Book:** Organization	**Academic Words:** *describing words* **Vocabulary Strategy:** Question Words	*has* *play*	*citizen* *respect* *tidy* *necessary* *hauled*	Farm Animals	**Phonological/Phonemic Awareness:** Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion **Phonics:** */ī/i_e* **Extend:** digraphs; *ch* **Consonant/Vowel Review:** */a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n,/o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Organization **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Story	**Weekly Project:** How can you be a good citizen at school?
Week 3 **Weekly Concept:** Our Natural Resources **Essential Question:** How can things in nature be used to make new things?	**Title:** "Spider Woman Teaches the Navajo" **Genre:** Tale **Strategy:** Reread	**Main Selection Title:** **Bread Comes to Life** **Genre:** Informational Text **Strategy:** Reread **Skill:** Connections Within Text (Sequence) **Paired Selection Title:** "Nature Artists" **Genre:** Informational Text **Text Feature:** Directions	**Short Text:** "Nature Artists" **Genre:** Informational Text	**Strategy:** Reread **Skill:** Connections Within Text (Sequence) **Main Selection Genre:** Informational Text **Titles:** A: Look Where It Is From O: *What's for Breakfast?* E: What's for Breakfast? B: *Nature at the Craft Fair*	**Literature Big Book:** Specific Vocabulary	**Academic Words:** *directions* **Vocabulary Strategy:** Context Clues	*where* *look*	*natural resources* *create* *designs* *weave* *knowledge*	Foods Made from Grain	**Phonological/Phonemic Awareness:** Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution **Phonics:** */ō/o_e, o* **Consonant/Vowel Review:** */a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y*	**Sound-Spelling and Word Automaticity;** Rate	**Writing Trait:** Organization **Grammar Skill:** Adjectives **Weekly Writing Focus**: Write a Recipe	**Weekly Project:** What are our clothes made from?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade K • Unit 10 • Scope and Sequence

Big Idea: Thinking Outside the Box How can new ideas help us?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** Problem Solvers **Essential Question:** What can happen when we work together?	**Title:** "The Elves and the Shoemakers" **Genre:** Tale **Strategy:** Make Predictions	**Main Selection Title:** *What's the Big Idea, Molly?* **Genre:** Fantasy **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Plot: Sequence **Paired Selection Title:** "The Variety Show" **Genre:** Fiction **Text Feature:** Speech Bubbles	**Short Text:** "A Good Time for Luke!" **Genre:** Fiction	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Sequence) **Main Selection Genre:** Fantasy **Titles:** A: *Animal Band* O: *We Want Honey* E: *We Want Honey* B: *A Good Idea*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *first, last, syllables* **Vocabulary Strategy:** Context Clues	*good, who*	*decide, opinion, ragged, marvel, grateful*	Question Words	**Phonological/ Phonemic Awareness:** Sentence Segmentation, Phoneme Identity, Phonome Blending, Phoneme Substitution **Phonics:** */ū/u_e* **Consonant/Vowel Review:** */a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /ks/x, /y/y, /z/z*	**Sound-Spelling and Word Automaticity;** Expression; Intonation	**Writing Trait:** Word Choice **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write a Story with Dialogue	**Weekly Project:** How can we solve a problem at school together?
Week 2 **Weekly Concept:** Sort It Out **Essential Question:** In what ways are things alike? How are they different?	**Title:** "The Perfect Color" **Genre:** Informational Text **Strategy:** Ask and Answer Questions	**Main Selection Title:** *All Kinds of Families!* **Genre:** Fiction **Strategy:** Ask and Answer Questions **Skill: Key Details** (Use Illustrations) **Paired Selection Title:** "Good For You" **Genre:** Informational Text **Text Feature:** Labels	**Short Text:** "We Come on Time!" **Genre:** Fiction	**Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Illustrations) **Main Selection Genre:** Fiction **Titles:** A: *My Box* O: *Let's Make a Band* E: *Let's Make a Band* B: *Going Camping*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *voice* **Vocabulary Strategy:** Antonyms	*come, does*	*sort, similar, perfect, endless, experiment*	Farm Animals	**Phonological/Phonemic Awareness:** Onset and Rime Blending, Phoneme Identity, Phonome Blending, Phoneme Substitution **Phonics:** */ē/e, ee, e_e* **Extend:** digraphs; *th* **Consonant/Vowel Review**: */a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z*	**Sound-Spelling and Word Automaticity;** Phrasing	**Writing Trait:** Voice **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write a Thank-You Note	**Weekly Project:** How can we sort classroom materials?
Week 3 **Weekly Concept:** Protect Our Earth **Essential Question:** What ideas can you suggest to protect the environment?	**Title:** "Protect the Environment!" **Genre:** Informational Text **Strategy:** Reread	**Main Selection Title:** *Panda Kindergarten* **Genre:** Informational Text **Strategy:** Reread **Skill:** Main Topic and Key Details **Paired Selection Title:** "Save Big Blue!" **Genre:** Informational Text **Text Feature:** Captions	**Short Text:** "Who Can Help?" **Genre:** Nonfiction	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:** A: *Help Clean Up* O: *Let's Save Earth* E: *Let's Save Earth* B: *Babysitters for Seals*	**Literature Big Book:** Connection of Ideas	**Academic Words:** *reference* **Vocabulary Strategy:** Prefixes and Suffixes	*help, too, play, has, where, look, who, good, come, does*	*environment, protect, recycle, wisely, encourage*	Baby Animals	**Phonological/Phonemic Awareness:** Generate Alliteration, Phoneme Segmentation, Phonome Blending, Phoneme Substitution **Phonics:** *ā, ī, ē, ō, ū* **Consonant/Vowel Review:** */a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z*	**Sound-Spelling and Word Automaticity;** Expression	**Writing Trait:** Voice **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write an Opinion Poster	**Weekly Project:** What things can we do to protect the earth?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 **Weekly Concept:** At School **Essential Question:** What do you do at your school?	**Title:** *This School Year Will Be the Best!* **Genre:** Realistic Fiction **Strategy**: Visualize **Concepts of Print:** Book Handling	**Title:** "School Around the World" **Genre:** Nonfiction **Strategy:** Visualize	**Short Text:** *Jack Can* **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Key Details	**Strategy:** Visualize **Skill:** Key Details **Main Selection Title:** *Nat and Sam* **Genre:** Realistic Fiction **Paired Selection Title:** "Rules at School" **Genre:** Nonfiction **Text Feature:** Photographs	**Strategy:** Visualize **Skill:** Key Details **Main Selections Genre:** Realistic Fiction A: *A Fun Day* O: *We Like to Share* E: *We Like to Share* B: *Class Party* **Paired Selection Genre:** Nonfiction **Titles:** A: "We Share" O: "Look at Signs" E: "Look at Signs" B: "Our Classroom Rules"	**Literature Big Books:** Organization, Connection of Ideas	**Additional Domain Words:** *rules, obey, safety* **Additional Academic Vocabulary:** *events, illustrations, punctuation*	*does, not, school, what*	*learn, subjects, common, object, recognize*	**Phonological/ Phonemic Awareness:** Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation **Phonics/ Spelling Skill:** short *a* Consonants reviewed throughout Unit 1 **Structural Analysis:** *-s* (inflectional ending)	Appropriate Phrasing	**Writing Trait**: Ideas: Focus on a Single Event **Writing Product:** Personal Narrative **Grammar Skill:** Sentences **Grammar** Mechanics: Sentence Capitalization **Write About Reading:** Analyze Key Details	**Weekly:** What kinds of activities do we do at school?
Week 2 **Weekly Concept:** Where I Live **Essential Question:** What is it like where you live?	**Title:** *Alicia's Happy Day* **Genre:** Realistic Fiction **Strategy:** Visualize **Concepts of Print:** Book Handling	**Title:** "City Mouse and Country *Mouse"* **Genre:** Fable **Strategy:** Visualize	**Short Text:** *Six Kids* **Genre:** Fantasy **Strategy:** Visualize **Skill:** Key Details	**Strategy:** Visualize **Skill:** Key Details **Main Selection Title:** *Go, Pip!* **Genre:** Fantasy **Paired Selection Title:** "I Live Here" **Genre:** Nonfiction **Text Feature:** Bold print	**Strategy:** Visualize **Skill**: Key Details **Main Selections Genre:** Fantasy A: *What Can We See?* O: *A Trip to the City* E: *A Trip to the City* B: *Harvest Time* **Paired Selection Genre:** Nonfiction **Titles:** A: "My Home" O: "Where I Live" E: "Where I Live" B: "Where We Live"	**Literature Big Books:** Organization, Lack of Prior Knowledge	**Additional Domain Words:** *building, yard, playground* **Additional Academic Vocabulary:** *author, bold print, sequence*	*down, out, up, very*	*city, country, bored, feast, scurried*	**Phonemic Awareness:** Alliteration, Phoneme Categorization/ Blending/ Segmentation **Phonics/ Spelling Skill:** short *i* Consonants reviewed throughout Unit 1 **Structural Analysis:** double final consonants	Intonation	**Writing Trait:** Ideas: Describing Details **Writing Product:** Descriptive Sentences About a Place **Grammar Skill:** Word Order **Mechanics:** Sentence Punctuation (periods) **Write About Reading:** Analyze Key Details	**Weekly:** How are places in our community similar to, or different from, places in other communities?
Week 3 **Weekly Concept:** Our Pets **Essential Question:** What makes a pet special?	**Title:** *Cool Dog, School Dog* **Genre:** Fiction **Strategy:** Visualize **Concepts of Print:** Track Print and Return Sweep	T**itle:** "Our Pets" **Genre:** Nonfiction **Strategy:** Visualize	**Short Text:** *A Pig for Cliff* **Genre:** Fantasy **Strategy:** Visualize **Skill:** Key Details	**Strategy:** Visualize **Skill:** Key Details **Main Selection Title:** *Flip* **Genre:** Fantasy **Paired Selection Title:** "What Pets Need" **Genre:** Nonfiction **Text Feature:** Labels	**Strategy:** Visualize **Skill:** Key Details **Main Selections Genre:** Fantasy A: *Mouse's Moon Party* O: *Pet Show* E: *Pet Show* B: *Polly the Circus Star* **Paired Selection Genre:** Nonfiction **Titles:** A: "A Mouse in the House" O: "Love That Llama!" E: "Love That Llama!" B: "Birds That Talk"	**Literature Big Books:** Sentence Structure, Connection of Ideas	**Additional Domain Words:** *living things, need, cares* **Additional Academic Vocabulary:** *consonant, label, publish*	*be, come, good, pull*	*care, train, groom, companion, popular*	**Phonemic Awareness:** Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation **Phonics/ Spelling Skill:** beginning consonant blends: l-blends Consonants reviewed throughout Unit 1 **Structural Analysis:** *-s (*plural nouns)	Appropriate Phrasing	**Writing Trait:** Ideas: Describing Details **Writing Product:** Descriptive Sentences About an Animal **Grammar Skill:** Statements **Mechanics:** Capitalization and Punctuation (periods) **Write About Reading:** Analyze Key Details	**Weekly:** What are the ways to care for pets?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/Writing Workshop** **Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 4 **Weekly Concept:** Let's Be Friends **Essential Question:** What do friends do together?	**Title:** *Friends All Around* **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Concepts of Print:** Book Handling and Labels	**Title:** "Games Long Ago" **Genre:** Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** *Toss! Kick! Hop!* **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Key Details	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Title:** *Friends* **Genre:** Nonfiction **Paired Selection Title:** "There Are Days and There Are Days" **Genre:** Poetry	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selections Genre:** Realistic Fiction A: *Friends Are Fun* O: *Friends Are Fun* E: *Friends Are Fun* B: *Friends Are Fun* **Paired Selections Genre:** Poetry **Titles:** A: "I Like to Play" O: "I Like to Play" E: "I Like to Play" B: "I Like to Play"	**Literature Big Books:** Organization, Connection of Ideas	**Additional Domain Words:** *poem* **Additional Academic Vocabulary:** *evaluate* *rhyme*	*fun* *make* *they* *too*	*cooperate* *relationship* *deliver* *chore* *collect*	**Phonemic Awareness:** Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending **Phonics/ Spelling Skill:** short *o* Consonants reviewed throughout Unit 1 **Structural Analysis:** alphabetical order (one letter)	Appropriate Phrasing	**Writing Trait:** Organization: Compare and Contrast **Writing Product:** Personal Narrative **Grammar Skill:** Questions and Exclamations **Grammar Mechanics:** Question and Exclamation Marks **Write About Reading:** Analyze Key Details	**Weekly:** What can we learn about our favorite games or sports?
Week 5 **Weekly Concept:** Let's Move! **Essential Question:** How does your body move?	**Title:** *Move!* **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Concepts of Print:** Special Text Treatments	**Title:** "Rabbit and Coyote Race" **Genre:** Folktale **Strategy:** Ask and Answer Questions	**Short Text:** *Move and Grin!* **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Key Details	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Title:** *Move It!* **Genre:** Nonfiction **Paired Selection Title:** "Using Diagrams" **Genre:** Nonfiction **Text Feature:** Diagram	**Strategy:** Ask and Answer Questions **Skill**: Key Details **Main Selections Genre:** Nonfiction A: *We Can Move!* O: *We Can Move!* E: *We Can Move!* B: *We Can Move!* **Paired Selections Genre:** Nonfiction **Titles:** A: "What's Under Your Skin?" O: "What's Under Your Skin?" E: "What's Under Your Skin?" B: "What's Under Your Skin?"	**Literature Big Books:** Organization, Lack of Prior Knowledge	**Additional Domain Words:** *building* *yard* *playground* **Additional Academic Vocabulary:** *author* *bold print* *sequence*	*down* *out* *up* *very*	*city* *country* *bored* *feast* *scurried*	**Phonemic Awareness:** Alliteration, Phoneme Categorization/ Blending/ Segmentation **Phonics/ Spelling Skill:** short *i* Consonants reviewed throughout Unit 1 **Structural Analysis:** double final consonants	Intonation	**Writing Trait:** Ideas: Describing Details **Writing Product:** Descriptive Sentences About a Place **Grammar Skill:** Word Order **Mechanics:** Sentence Punctuation (periods) **Write About Reading:** Analyze Key Details	**Weekly:** How are places in our community similar to, or different from, places in other communities? **Unit Level: Research Skill:** Selecting a Topic **Unit Project:** Self-select and develop from weekly research projects.
Week 6 **Review and Assessment**													

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/ Writing Workshop** **Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader, Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 1 **Weekly Concept:** Jobs Around Town **Essential Question:** What jobs need to be done in a community?	**Title:** *Millie Waits for the Mail* **Genre:** Fiction **Strategy:** Make and Confirm Predictions **Concepts of Print:** Ellipses and Dashes	**Title:** "Jobs Around Town" **Genre:** Nonfiction **Strategy:** Make and Confirm Predictions	**Short Text:** *Good Job, Ben!* **Genre:** Realistic Fiction **Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Events	**Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Events **Main Selection Title:** *The Red Hat* **Genre:** Realistic Fiction **Paired Selection Title:** *"Firefighters at Work"* **Genre:** Nonfiction **Text Feature:** Labels	**Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Events **Main Selections Genre:** Realistic Fiction A: *Pick Up Day* O: *Ben Brings the Mail* E: *Ben Brings the Mail* B: *At Work with Mom* **Paired Selections Genre:** nonfiction **Titles:** A: "The Recycling Center" O: "At the Post Office" E: "At the Post Office" B: "Tools for the School Nurse"	**Literature Big Books:** Sentence Structure, Organization	**Additional Domain Words:** *firefighter, siren, protect* **Additional Academic Vocabulary:** *brainstorm, end, middle*	*again, help, new, there, use*	*occupation, community, equipment, fortunately, astonishing*	**Phonemic Awareness:** Phoneme Blending/Isolation/ Segmentation **Phonics/ Spelling Skill:** short *e* spelled *e* and *ea* **Structural Analysis:** inflectional ending *-ed* (no spelling change)	Intonation	**Writing Trait:** Organization: Focus on an Idea **Writing Product:** Story **Grammar Skill:** Nouns **Mechanics:** Commas in a Series **Write About Reading:** Analyze Character, Setting, Events	**Weekly:** What can we learn about jobs that help the community?
Week 2 **Weekly Concept:** Buildings All Around **Essential Question:** What buildings do you know? What are they made of?	**Title:** *The 3 Little Dassies* **Genre**: Fantasy **Strategy:** Make and Confirm Predictions **Concepts of Print:** Quotations	**Title:** "The Three Little Pigs" **Genre:** Folktale **Strategy:** Make and Confirm Predictions	**Short Text:** *Cubs in a Hut* **Genre:** Fantasy **Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Events	**Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Events **Main Selection Title:** *The Pigs, the Wolf, and the Mud* **Genre:** Fantasy **Paired Selection Title:** "Homes Around the World" **Genre:** Nonfiction **Text Feature:** Captions	**Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Events **Main Selections Genre:** Fantasy A: *What a Nest!* O: *Staying Afloat* E: *Staying Afloat* B: *City Armadillo, Country Armadillo* **Paired Selections Genre:** Nonfiction **Titles:** A: "Stone Castles" O: "A Day on a Houseboat" E: "A Day on a Houseboat" B: "City or Country?"	**Literature Big Books:** Vocabulary	**Additional Domain Words:** *homes, build, shelter* **Additional Academic Vocabulary**: *apostrophe, dialogue, presentation*	*could, live, one, then, three*	*shelter, materials, collapsed, furious, refused*	**Phonemic Awareness:** Rhyme, Phoneme Identity/Blending/ Segmentation **Phonics/ Spelling Skill:** short *u* **Structural Analysis:** contractions with *'s*	Expression	**Writing Trait:** Organization: Beginning, Middle, End **Writing Product:** Story **Grammar Skill:** Singular and Plural Nouns **Mechanics:** Adding *-s* and *-es* to form plural nouns **Write About Reading:** Analyze Character, Setting, Events	**Weekly:** What can we learn about the buildings in our community? What are they made of?
Week 3 **Weekly Concept:** A Community in Nature **Essential Question:** Where do animals live together?	**Title:** *Babies in the Bayou* **Genre:** Nonfiction **Strategy:** Reread **Concepts of Print:** Distinguish Sentences	**Title:** "Animals in the Desert" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *The Best Spot* **Genre:** Nonfiction **Strategy:** Reread **Skill:** Main Topic and Key Details	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Title:** *At a Pond* **Genre:** Nonfiction **Paired Selection Title:** "Way Down Deep" **Genre:** Poetry	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selections Genre:** Nonfiction A: *Meerkat Family* O: *Meerkat Family* E: *Meerkat Family* B: *Meerkat Family* **Paired Selections Genre:** Poetry **Titles:** A: "I Live in a House!" O: "I Live in a House!" E: "I Live in a House!" B: "I Live in a House!"	**Literature Big Books:** Purpose, Organization	**Additional Domain Word:** *poem* **Additional Academic Vocabulary:** *draft, repetition, rhythm*	*eat, no, of, under, who*	*habitat, depend, hibernate, tranquil, tolerate*	**Phonemic Awareness:** Phoneme Categorization/ Blending/ Substitution/ Segmentation **Phonics/ Spelling Skill:** ending consonant blends *nd, nk, nt, st, sk, mp* **Structural Analysis:** inflectional ending *-ing* (no spelling change); first introduction to two-syllable words	Appropriate Phrasing	**Writing Trait:** Ideas: Main Idea **Writing Product:** Sentences That Explain Possessive Nouns **Mechanics:** Apostrophe with Possessive Nouns **Write About Reading:** Analyze Main Topic and Key Details	**Weekly:** What can we learn about a habitat? What kinds of creatures live there?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/Writing Workshop** **Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** **A:** *Approaching Level* **O:** *On Level* **E:** *ELL* **B:** *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 4 **Weekly Concept:** Let's Help **Essential Question:** How do people help out in the community?	**Title:** *The Story of Martin Luther King Jr.* **Genre:** Nonfiction/ Biography **Strategy:** Reread **Concepts of Print:** Special Text Treatments	**Title:** "Luis's Library" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *Thump Thump Helps Out* **Genre:** Fantasy **Strategy:** Reread **Skill:** Character, Setting, Events	**Strategy:** Reread **Skill:** Character, Setting, Events **Main Selection Title:** *Nell's Books* **Genre:** Fantasy **Paired Selection Title:** "Kids Can Help!" **Genre:** Nonfiction **Text Feature:** List	**Strategy:** Reread **Skill:** Character, Setting, Events **Main Selections Genre:** Fantasy **A:** *The Sick Tree* **O:** *Squirrels Help* **E:** *Squirrels Help* **B:** *Wow, Kitty!* **Paired Selections Genre:** Poetry **Titles:** **A:** "Beach Clean-Up" **O:** "Food Drive" **E:** "Food Drive" **B:** "Sharing Skills"	**Literature Big Books:** Genre, Prior Knowledge	**Additional Domain Words:** *neighborhood* *garden* *recycle* **Additional Academic Vocabulary:** *highlight* *imaginary* *stress*	*all* *call* *day* *her* *want*	*leadership* *admire* *enjoy* *rely* *connections*	**Phonemic Awareness:** Phoneme Isolation/ Categorization/ Blending/ Segmentation **Phonics/ Spelling Skill:** consonant digraphs *th, sh, -ng* **Structural Analysis:** closed syllables	Intonation	**Writing Trait:** Organization: Beginning, Middle, End **Writing Product:** Story **Grammar Skill:** Common and Proper Nouns **Mechanics:** Capitalize Proper Nouns (people, pets, places, and things) **Write About Reading:** Analyze Character, Setting, Events	**Weekly:** How can we make our classroom a better place?
Week 5 **Weekly Concept:** Follow the Map **Essential Question:** How can you find your way around?	**Title:** *Me on the Map* **Genre:** Realistic Fiction **Strategy:** Reread **Concepts of Print:** Reading Sentences across Pages	**Title:** "Map It" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *Which Way on the Map?* **Genre:** Nonfiction **Strategy:** Reread **Skill:** MAin Topic and Key Details	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Title:** *Fun with Maps* **Genre:** Nonfiction **Paired Selection Title:** "North, East, South, or West?" **Genre:** Nonfiction **Text Feature:** Map	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selections Genre:** Nonfiction **A:** *How Maps Help* **O:** *How Maps Help* **E:** *How Maps Help* **B:** *How Maps Help* **Paired Selections Genre:** Nonfiction **Titles:** **A:** "On the Map" **O:** "On the Map" **E:** "On the Map" **B:** "On the Map"	**Literature Big Books:** Purpose, Organization	**Additional Academic Vocabulary:** *blog* *landmark* *various*	*around* *by* *many* *place* *walk*	*locate* *route* *height* *model* *separate*	**Phonemic Awareness:** Phoneme Segmentation/ Addition/ Blending **Phonics/ Spelling Skill:** consonant digraphs *ch, -tch, wh, ph* **Structural Analysis:** *-es* (plural nouns)	Appropriate Phrasing	**Writing Trait:** Ideas: Supporting Detailss **Writing Product:** Sentences That Explain **Grammar Skill:** Irregular Plural Nouns **Mechanics:** Capital Letters and Periods (in sentences)) **Write About Reading:** Analyze Main Topic and Key Details	**Weekly:** What can we learn about maps? **Unit Level: Research Skill:** Collecting Information **Unit Project:** Self-select and develop from weekly research projects
Week 6 **Review and Assessment**													

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Our Community What can happen over time?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/ Writing Workshop** **Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader, Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 1 **Weekly Concept:** What Time Is It? **Essential Question:** How do we measure time?	**Title:** *A Second Is a Hiccup* **Genre:** Fiction **Strategy:** Make and Confirm Predictions **Concepts of Print:** Capitalization and Punctuation	**Title:** "Measuring Time" **Genre:** Nonfiction **Strategy:** Make and Confirm Predictions	**Short Text:** *Nate the Snake Is Late* **Genre:** Fantasy **Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Plot	**Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Plot **Main Selection Title:** *On My Way to School* **Genre:** Fantasy **Paired Selection Title:** "It's About Time" **Genre:** Nonfiction **Text Feature:** Bold print	**Strategy:** Make and Confirm Predictions **Skill:** Character, Setting, Plot **Main Selections Genre:** Fantasy A: *Busy's Watch* O: *Kate Saves the Date!* E: *Kate Saves the Date!* B: *Uncle George Is Coming* **Paired Selections Genre:** Nonfiction **Titles:** A: "Make a Clock" O: "Use a Calendar" E: "Use a Calendar" B: "So Many Clocks!"	**Literature Big Books:** Purpose, Organization	**Additional Domain Words:** *clock, sundial, shadow* **Additional Academic Vocabulary:** *capitalization, flare, rubric, timetable*	*away now some today way why*	*schedule immediately weekend calendar occasion*	**Phonemic Awareness:** Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation **Phonics/ Spelling Skill:** long *a: a_e* **Structural Analysis:** contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)	Intonation	**Writing Trait:** Word Choice: Sensory Details **Writing Product:** Poem **Grammar Skill:** Verbs **Mechanics:** Commas in Series **Write About Reading:** Analyze Character, Setting, Plot	**Weekly:** What are the different ways to measure time?
Week 2 **Weekly Concept:** Watch It Grow! **Essential Question:** How do plants change as they grow?	**Title:** *Mystery Vine* **Genre:** Informational Fiction **Strategy:** Make and Confirm Predictions **Concepts of Print:** Punctuation Within Sentence	**Title:** "The Great Big, Gigantic Turnip" **Genre:** Folktale **Strategy:** Make and Confirm Predictions	**Short Text:** *Time to Plant!* **Genre:** Drama **Strategy:** Make and Confirm Predictions **Skill:** Plot: Sequence	**Strategy:** Make and Confirm Predictions **Skill: Plot:** Sequence **Main Selection Title:** *The Big Yuca Plant* **Genre:** Play **Paired Selection** **Title:** "How Plants Grow" **Genre:** Nonfiction **Text** Feature: Diagram	**Strategy:** Make and Confirm Predictions **Skill:** Plot: Sequence **Main Selections Genre:** Play A: *Corn Fun* O: *Yum, Strawberries!* E: *Yum, Strawberries!* B: *A Tree's Life* **Paired Selections Genre:** Nonfiction **Titles:** A: "Ear of Corn" O: "Strawberry Plant" E: "Strawberry Plant" B: "Inside Trees"	**Literature Big Books:** Prior Knowledge, Vocabulary	**Additional Domain Words:** *seed root sprout* **Additional Academic Vocabulary:** *audience harvest vegetables*	*green grow prettty should together water*	*bloom sprout grasped assist spied*	**Phonemic Awareness:** Alliteration, Phoneme Deletion/ Segmentation/ Blending **Phonics/ Spelling Skill:** long *i: i_e* **Structural Analysis:** plurals (with CVCe words)	Appropriate Phrasing	**Writing Trait:** Word Choice: Use Specific Words **Writing Product:** Opinion About a Topic **Grammar** Skill: Present-Tense Verbs **Mechanics:** Capitalize and Underline Titles of Plays **Write About Reading:** Analyze Plot: Sequence	**Weekly:** How do plants change as they grow?
Week 3 **Weekly Concept:** Tales Over Time **Essential Question:** What is a folktale?	**Title:** *Interrupting Chicken* **Genre:** Fiction **Strategy:** Make and Confirm Predictions **Concepts of Print:** Quotation Marks/ Text Styles	**Title:** "The Foolish, Timid Rabbit" **Genre:** Folktale **Strategy:** Make and Confirm Predictions	**Short Text:** *The Nice Mitten* **Genre:** Folktale **Strategy:** Make and Confirm Predictions **Skill:** Plot: Cause and Effect	**Strategy:** Make and Confirm Predictions **Skill:** Plot: Cause and Effect **Main** Selection **Title:** *The Gingerbread Man* **Genre:** Folktale **Paired Selection Title:** "Mother Goose Rhymes" **Genre:** Rhyme	**Strategy:** Make and Confirm Predictions **Skill:** Plot: Cause and Effect **Main Selections Genre:** Folktale A: *How Coquí Got Her Voice* O: *The Magic Paintbrush* E: *The Magic Paintbrush* B: *The Storytelling Stone* **Paired Selections: Genre:** Poetry/Song **Titles:** A: "El Coquí/The Coquí" O: "Make New Friends" E: "Wanted: A Friend" B: "Family Stories"	**Literature Big Books:** Organization, Connection of Ideas	**Additional Domain Words:** *poem* **Additional Academic Vocabulary:** *element puppet style*	*any from happy once so upon*	*tale hero timid foolish eventually*	**Phonemic Awareness:** Rhyme, Phoneme Blending/ Segmentation **Phonics/ Spelling Skill:** soft *c*; soft *g, dge* **Structural Analysis:** inflectional endings *-ed* and *-ing* (drop final e)	Expression	**Writing Trait:** Word Choice: Use Strong Verbs **Writing Product:** Poem **Grammar Skill:** Past- and Future-Tense Verbs **Mechanics:** Commas in Series **Write About** Reading: Analyze Plot: Cause and Effect	**Weekly:** What can we learn about folktales?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/Writing Workshop** **Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** **A:** *Approaching Level* **O:** *On Level* **E:** *ELL* **B:** *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 4 **Weekly Concept:** Now and Then **Essential Question:** How is life different than it was long ago?	**Title:** *The Last Train* **Genre:** Fiction **Strategy:** Reread **Concepts of Print:** Reading Sentences Across Pages	**Title:** "Pioneers" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *Life at Home* **Genre:** Nonfiction **Strategy:** Reread **Skill:** Connections Within Text: Compare and Contrast	**Strategy:** Reread **Skill:** Connections Within Text: Compare and Contrast **Main Selection Title:** *Long Ago and Now* **Genre:** Nonfiction **Paired Selection Title:** "From Horse to Plane" **Genre:** Nonfiction **Text Feature:** Captions	**Strategy:** Reread **Skill:** Connections Within Text: Compare and Contrast **Main Selections Genre:** Nonfiction **A:** *Schools Then and Now* **O:** *Schools Then and Now* **E:** *Schools Then and Now* **B:** *Schools Then and Now* **Paired Selections Genre:** Nonfiction **Titles:** **A:** "School Days" **O:** "School Days" **E:** "School Days" **B:** "School Days"	**Literature Big Books:** Prior Knowledge, Vocabulary	**Additional Domain Words:** *transportation, engines invented* **Additional Academic Vocabulary:** *confusion frontier proofreader's marks*	*ago, boy, girl, how, old, people*	*century, past, present, future, entertainment*	**Phonemic Awareness:** Phoneme Segmentation/ Isolation/ Blending **Phonics/ Spelling Skill:** long *o:* o_e; long *u:* u_e; long *e:* e_e **Structural Analysis:** CVCe syllables	Appropriate Phrasing	**Writing Trait:** Ideas: Give Reasons for an Opinion **Writing Product:** Opinion About a Topic **Grammar Skill:** Is and Are **Mechanics:** Commas in Dates **Write About Reading:** Analyze Connections Within Text: Compare and Contrast	**Weekly:** How has our way of life changed over time?
Week 5 **Weekly Concept:** From Farm to Table **Essential Question:** How do we get our food?	**Title:** *Where Does Food Come From?* **Genre:** Nonfiction **Strategy:** Reread **Concepts of Print:** Special Text Treatments	**Title:** "The Little Red Hen" **Genre:** Folktale **Strategy:** Reread	**Short Text:** *A Look at Breakfast* **Genre:** Nonfiction **Strategy:** Reread **Skill:** Connections Within Text: Sequence	**Strategy:** Reread **Skill:** Connections Within Text: Sequence **Main Selection Title:** *From Cows to You* **Genre:** Nonfiction **Paired Selection Title:** "A Food Chart" **Genre:** Nonfiction **Text** Feature: Chart	**Strategy:** Reread **Skill:** Connections Within Text: Sequence **Main Selections Genre:** Nonfiction **A:** *Apples from Farm to Table* **O:** *Apples from Farm to Table* **E:** *Apples from Farm to Table* **B:** *Apples from Farm to Table* **Paired Selections Genre:** Nonfiction **Titles:** **A:** "A Dairy Treat" **O:** "A Dairy Treat" **E:** "A Dairy Treat" **B:** "A Dairy Treat"	**Literature Big Books:** Purpose, Genre	**Additional Academic Vocabulary:** *advantages and disadvantages process product*	*after buy done every soon work*	*delicious nutritious responsibility enormous delighted*	**Phonemic Awareness:** Phoneme Segmentation/ Blending/Deletion **Phonics/ Spelling Skill:** variant vowel spellings with digraphs: *oo, u* **Structural Analysis:** inflectional endings *-ed* and *-ing (*double final consonant)	Intonation	**Writing Trait:** Ideas: Give Reasons for an Opinion **Writing Product:** Opinion About a Topic **Grammar Skill:** Contractions with Not **Mechanics:** Apostrophes in Contractions **Write About Reading:** Analyze Connections Within Text: Sequence	**Weekly:** Where does food come from? How is food produced? **Unit Level:** **Research Skill:** Using Different Resources **Unit Project:** Self-select and develop from weekly research projects
Week 6 **Review and Assessment**													

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere What animals do you know about? What are they like	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/ Writing Workshop** **Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader, Main Selection, Paired Selection** **A:** *Approaching Level* **O:** *On Level* **E:** *ELL* **B:** *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 1 **Weekly Concept:** Animal Features **Essential Question:** How do animals' bodies help them?	Transition to Literature Anthology	**Title:** "The Elephant's Child" **Genre:** Fantasy **Strategy:** Ask and Answer Questions	**Short Text:** *A Tale of a Tail:* "How the Beaver Got Its Flat Tail" **Lexile:** 430L **Genre:** Folktale **Strategy:** Ask and Answer Questions **Skill:** Plot: Sequence	**Strategy:** Ask and Answer Questions **Skill: Plot:** Sequence **Main Selection Title:** *How Bat Got Its Wings* **Genre:** Folktale **Lexile:** 410L **Paired Selection Title:** "Bats! Bats! Bats!" **Genre:** Nonfiction **Lexile:** 400L **Text Feature:** Chart	**Strategy:** Ask and Answer Questions **Skill: Plot:** Sequence **Main Selections** **Genre:** Folktale **A:** *The King of the Animals* **O:** *Fly to the Rescue!* **E:** *Fly to the Rescue!* **B:** *Hummingbird's Wings* **Paired Selections** **Genre:** Nonfiction **Titles:** **A:** "Lions and Elephants" **O:** "Animal Traits" E: "Animal Traits" **B:** "What Is a Hummingbird?"	**Literature Anthology:** Prior Knowledge	**Vocabulary Words:** *special* *splendid* **Additional Domain Words:** *mammal* *bird* *hunt* **Additional Academic Vocabulary:** *image* *traditions* *unusual* **Vocabulary Strategy:** Use a Dictionary	*about* *animal* *carry* *eight* *give* *our*	*feature* *appearance* *determined* *predicament* *relief*	**Phonemic Awareness:** Rhyme, Phoneme Categorization/ Blending/ Segmentation **Phonics/ Spelling Skill:** long *a: a, ai, ay* **Structural Analysis:** alphabetical order (two letters)	Intonation	**Writing Trait:** Word Choice: Figurative Language **Writing Product:** Story **Grammar Skill:** Was and Were **Mechanics:** Apostrophe with Contractions **Write About Reading:** Analyze Plot: Sequence	**Weekly:** What can we learn about animal features?
Week 2 **Weekly Concept:** Animals Together **Essential Question:** How do animals help each other?	Transition to Literature Anthology	**Title:** "Animals Working Together" **Genre:** Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** *A Team of Fish* **Lexile:** 340L **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Feature:** Captions	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Title:** *Animal Teams* **Genre:** Nonfiction **Lexile:** 480L **Text Feature:** Captions **Paired Selection Title:** "Busy As a Bee" **Genre:** Nonfiction **Lexile:** 500L **Text Feature:** Captions	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selections** **Genre:** Nonfiction **A:** *Penguins All Around* **O:** *Penguins All Around* **E:** *Penguins All Around* **B:** *Penguins All Around* **Paired Selections** **Genre:** Nonfiction **Titles:** **A:** "Animals Work Together!" **O:** "Animals Work Together!" **E:** "Animals Work Together!" **B:** "Animals Work Together!"	**Literature Anthology:** Purpose, Connection of Ideas	**Vocabulary Words:** *partner* *danger* **Additional Domain Words:** *worker* *honey* *queen* **Additional Academic Vocabulary:** *accomplish* *cooperate* *investigate* *logical order* **Vocabulary Strategy:** Context Clues: Sentence Clues	*because* *blue* *into* *or* *other* *small*	*behavior,* *beneficial* *dominant* *instinct* *endangered*	**Phonemic Awareness:** Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending **Phonics/ Spelling Skill:** long *e: e, ee, ea, ie* **Structural Analysis:** prefixes *re-, un-, pre-*	Appropriate Phrasing	**Writing Trait:** Organization: Introduce the Topic **Writing Product:** Report **Grammar Skill:** Has and Have **Mechanics:** Capitalization and End Punctuation **Write About Reading:** Analyze Main Idea and Key Details	**Weekly:** How can animals help one another?
Week 3 **Weekly Concept:** In the Wild **Essential Question:** How do animals survive in nature?	Transition to Literature Anthology	**Title:** "Animals in Winter" **Genre:** Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** *Go Wild!* **Lexile:** 530L **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Feature:** Illustrations/ Photographs	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Title:** *Vulture View* **Lexile:** 70L **Genre:** Nonfiction **Text Feature:** Illustrations/ Photographs **Paired Selection Title:** "When It's Snowing" **Genre:** Poetry **Lexile:** NP (Non-Prose)	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selections** **Genre:** Nonfiction **A:** *Go, Gator!* **O:** *Go, Gator!* **E:** *Go, Gator!* **B:** *Go, Gator!* **Paired Selections** **Genre:** Poetry **Titles:** **A:** "Ducklings" **O:** "Ducklings" **E:** "Ducklings" **B:** "Ducklings"	**Literature Anthology:** Organization, Sentence Structure	**Vocabulary Words:** *search* *seek* **Additional Domain Words:** *poem* **Additional Academic Vocabulary:** *diorama* *experience* *scene* *survive* **Vocabulary Strategy:** Word Categories	*find* *food* *more* *over* *start* *warm*	*survive* *provide* *wilderness* *communicate* *superior*	**Phonemic Awareness:** Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation **Phonics/ Spelling Skill:** long *o: o, oa, ow, oe* **Structural Analysis:** open syllables	Expression	**Writing Trait:** Organization: Write a Concluding Sentence **Writing Product:** Report **Grammar Skill:** Go and Do **Mechanics:** Capitalize Proper Nouns **Write About Reading:** Analyze Main Idea and Key Details	**Weekly:** How do animals survive in their habitats?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade 1 • Unit 4 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 4 **Weekly Concept:** Insects! **Essential Question:** What insects do you know about? How are they alike and different?	Transition to Literature Anthology	**Title:** "Insect Hide and Seek" **Genre:** Nonfiction **Strategy:** Visualize	**Short Text:** *Creep Low, Fly High* **Lexile:** 290L **Genre:** Fantasy **Strategy:** Visualize **Skill:** Point of View	**Strategy:** Visualize **Skill:** Point of View **Main Selection Title:** *Hi! Fly Guy* **Genre:** Fantasy **Lexile:** 200L **Paired Selection Title:** "Meet the Insects" **Genre:** Nonfiction **Lexile:** 420L **Text Feature:** Headings	**Strategy:** Visualize **Skill:** Point of View **Main Selections** **Genre:** Fantasy A: *Where Is My Home?* O: *The Hat* E: *The Hat* B: *Come One, Come All* **Paired Selections** **Genre:** Nonfiction **Titles:** A: "Wings" O: "Let's Look at Insects!" E: "Let's Look at Insects!" B: "Compare Insects"	**Literature Anthology:** Organization	**Vocabulary Words:** *beautiful*, *fancy* **Additional Domain Words:** *body*, *protects*, *senses* **Additional Academic Words:** *alike*, *edit*, *narrator* **Vocabulary Strategy: Context Clues:** Sentence Clues	*caught*, *flew*, *know*, *laugh*, *listen*, *were*	*flutter*, *different*, *resemble(s)*, *protect(s)*, *imitate*	**Phonemic Awareness:** Phoneme Categorization/ Identity/ Segmentation/ Substitution **Phonics/ Spelling Skill:** long *i: i, y, igh, ie* **Structural Analysis:** inflectional endings (change y to i)	Appropriate Phrasing	**Writing Trait:** Organization: Write a Concluding Statement **Writing Product:** Opinion about a Story **Grammar Skill:** See and Saw **Mechanics:** Underline Titles of Books **Write About Reading:** Analyze Point of View	**Weekly:** What can we learn about insects?
Week 5 **Weekly Concept:** Working with Animals **Essential Question:** How do people work with animals?	Transition to Literature Anthology	**Title:** "Ming's Teacher" **Genre:** Folktale **Strategy:** Visualize	**Short Text:** *Time for Kids: From Puppy to Guide Dog* **Lexile:** 680L **Genre:** Nonfiction **Strategy:** Visualize **Skill:** Connections Within Text: Sequence **Text Feature:** Captions	**Strategy:** Visualize **Skill:** Connections Within Text: Sequence **Main Selection Title:** *Time for Kids: Koko and Penny* **Genre:** Nonfiction **Lexile:** 370L **Paired Selection Title:** "Saving Mountain Gorillas" **Genre:** Nonfiction **Lexile:** 450L **Text Feature:** Captions	**Strategy:** Visualize **Skill:** Connections Within Text: Sequence **Main Selections** **Genre:** Nonfiction A: *Teach a Dog!* O: *Teach a Dog!* E: *Teach a Dog!* B: *Teach a Dog!* **Paired Selections** **Genre:** Nonfiction **Titles:** A: "Working with Dolphins" O: "Working with Dolphins" E: "Working with Dolphins" B: "Working with Dolphins"	**Literature Anthology:** Organization, Genre	**Vocabulary Words:** *clever*, *signal* **Additional Academic Words:** *graphic organizer*, *guide dog*, *series tasks* **Vocabulary Strategy:** Root Words	*found*, *hard*, *near*, *woman*, *would*, *write*	*career*, *soothe*, *remarkable*, *advice*, *trust*	**Phonemic Awareness:** Phoneme Categorization/ Deletion/ Blending/ Addition **Phonics/ Spelling Skill:** long *e: y, ey* **Structural Analysis:** compound words	Intonation	**Writing Trait:** Word Choice: Words That Tell Order **Writing Product:** How-to Sentences **Grammar Skill:** Adverbs That Tell When **Mechanics:** Commas in a Series **Write About Reading:** Analyze Connections Within Text: Sequence	**Weekly:** How do people and animals work together? **Unit Level: Research Skill:** Asking Questions **Unit Project:** Self-select and develop from weekly research projects.
Week 6 **Review and Assessment**													

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/ Writing Workshop** **Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader, Main Selection, Paired Selection** **A:** *Approaching Level* **O:** *On Level* **E:** *ELL* **B:** *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 1 **Weekly Concept:** See It, Sort It **Essential Question:** How can we classify and categorize things?	Transition to Literature Anthology	**Title:** "Goldilocks" **Genre:** Folktale **Strategy:** Make and Confirm Predictions	**Short Text:** *A Barn Full of Hats* **Lexile:** 320L **Genre:** Fantasy **Strategy:** Make and Confirm Predictions **Skill:** Point of View	**Strategy:** Make and Confirm Predictions **Skill:** Point of View **Main Selection Title:** *A Lost Button (from Frog and Toad Are Friends)* **Genre:** Fantasy **Lexile:** 340L **Paired Selection Title:** "Sort It Out" **Genre:** Nonfiction **Lexile:** 210L **Text Feature:** Photographs	**Strategy:** Make and Confirm Predictions **Skill:** Point of View **Main Selections** **Genre:** Fantasy **A:** *Nuts for Winter* **O:** *Dog Bones* **E:** *Dog Bones* **B:** *Spark's Toys* **Paired Selections** **Genre:** Nonfiction **Titles:** **A:** "Sort by Color!" **O:** "Sorting Balls" **E:** "Sorting Balls" **B:** "Sorting Fruit"	**Literature Anthology:** Organization, Connection of Ideas	**Vocabulary Words:** *trouble, whole* **Additional Domain Words:** *alike, different, sort* **Additional Academic Words:** *categorize, directions, errors, revision* **Vocabulary Strategy:** Context Clues: Multiple Meanings	*four, large, none, only, put, round*	*distinguish, classify, organize, entire, startled*	**Phonemic Awareness:** Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation **Phonics/ Spelling Skill:** *r*-controlled vowel *ar* **Structural Analysis:** plurals (irregular)	Phrasing	**Writing Trait: Sentence Fluency:** Use Complete Sentences **Writing Product:** Directions to a Place **Grammar Skill:** Words That Join **Mechanics:** Capitalize Proper Nouns (places) **Write About Reading:** Analyze Point of View	**Weekly:** How do we classify and categorize objects?
Week 2 **Weekly Concept:** Up in the Sky **Essential Question:** What can you see in the sky?	Transition to Literature Anthology	**Title:** "Why the Sun and Moon Are in the Sky" **Genre:** Folktale **Strategy:** Make and Confirm Predictions	**Short Text:** *A Bird Named Fern* **Lexile:** 360L **Genre:** Fantasy **Strategy:** Make and Confirm Predictions **Skill:** Plot: Cause and Effect	**Strategy:** Make and Confirm Predictions **Skill:** Plot: Cause and Effect **Main Selection Title:** *Kitten's First Full Moon* **Genre:** Fantasy **Lexile:** 550L **Paired Selection Title:** "The Moon" **Genre:** Nonfiction **Lexile:** 400L **Text Feature:** Captions	**Strategy:** Make and Confirm Predictions **Skill:** Plot: Cause and Effect **Main Selections** **Genre:** Fantasy **A:** *Little Blue's Dream* **O:** *Hide and Seek* **E:** *Hide and Seek* **B:** *The Foxes Build a Home* **Paired Selections** **Genre:** Nonfiction **Titles:** **A:** "Hello, Little Dipper!" **O:** "Our Sun Is a Star!" **E:** "Our Sun Is a Star!" **B:** "Sunrise and Sunset"	**Literature Anthology:** Connection of Ideas, Sentence Structure	**Vocabulary Words:** *leaped, stretched* **Additional Domain Words:** *earth, telescope, astronaut* **Additional Academic Words:** *enthusiasm, excitement, bserve* **Vocabulary Strategy:** Shades of Meaning/ Intensity	*another, climb, full, great, poor, through*	*observe, vast, thoughtful, certain, remained*	**Phonological Awareness:** Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation **Phonics/ Spelling Skill:** *r*-controlled vowels *er, ir, ur, or* **Structural Analysis:** inflectional ending *-er*	Intonation	**Writing Trait:** Word Choice: Describing Adjectives **Writing Product:** Description of a Place **Grammar Skill:** Adjectives **Mechanics:** Capitalization and End Marks **Write About Reading:** Analyze Plot: Cause and effect	**Weekly:** What can we see in the sky?
Week 3 **Weekly Concept:** Great Inventions **Essential Question:** What inventions do you know about?	Transition to Literature Anthology	**Title:** "Great Inventions" **Genre:** Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** *The Story of a Robot Inventor* **Lexile:** 420L **Genre:** Nonfiction/ Biography **Strategy:** Ask and Answer Questions **Skill:** Connections Within Text: Problem and Solution	**Strategy:** Ask and Answer Questions **Skill:** Connections Within Text: Problem and Solution **Main Selection Title:** *Thomas Edison, Inventor* **Genre:** Nonfiction/ Biography **Lexile:** 510L **Paired Selection Title:** "Windshield Wipers" and "Scissors" **Genre:** Poetry **Lexile:** NP	**Strategy:** Ask and Answer Questions **Skill:** Connections Within Text: Problem and Solution **Main Selections** **Genre:** Biography **A:** *The Wright Brothers* **O:** *The Wright Brothers* **E:** *The Wright Brothers* **B:** *The Wright Brothers* **Paired Selections** **Genre:** Poetry **Titles:** **A:** "Fly Away, Butterfly" **O:** "Fly Away, Butterfly" **E:** "Fly Away, Butterfly" **B:** "Fly Away, Butterfly"	**Literature Anthology:** Genre, Purpose, Organization	**Vocabulary Words:** *idea, unusual* **Additional Domain Words:** *poem* **Additional Academic Words:** *alliteration, change, robot* **Vocabulary Strategy:** Prefixes	*began, better, guess, learn, right, sure*	*curious, improve, complicated, imagine, device*	**Phonemic Awareness:** Phoneme Categorization/ Substitution/ Blending/Addition **Phonics/ Spelling Skill:** *r*-controlled vowels *or, ore, oar* **Structural Analysis:** abbreviations	Appropriate Phrasing	**Writing Trait:** Word Choice: Time-Order Words **Writing Product:** Personal Narrative **Grammar Skill:** Adjectives That Compare (-er and -est) **Mechanics:** Capitalize Days, Months, and Holidays **Write About Reading:** Analyze Connections Within Text: Problem and Solution	**Weekly:** What can we learn about an invention?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/Writing Workshop** **Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** **A:** *Approaching Level* **O:** *On Level* **E:** *ELL* **B:** *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 4 **Weekly Concept:** Sounds All Around **Essential Question:** What sounds can you hear? How are they made?	Transition to Literature Anthology	**Title:** "The Squeaky Bed" **Genre:** Folktale **Strategy:** Ask and Answer Questions	**Short Text: Now,** *What's That Sound?* **Lexile:** 240L **Genre:** Realistic Fiction **Strategy:** Ask and Answer Questions **Skill:** Plot: Problem and Solution	**Strategy:** Ask and Answer Questions **Skill:** Plot: Problem and Solution **Main Selection Title:** *Whistle for Willie* **Genre:** Realistic Fiction **Lexile:** 520L **Paired Selection Title:** "Shake! Strike! Strum!" **Genre:** Nonfiction **Lexile:** 290L **Text Feature:** Directions	**Strategy:** Ask and Answer Questions **Skill:** Plot: Problem and Solution **Main Selections** **Genre:** Realistic Fiction **A:** *Thump, Jangle, Crash* **O:** *Down on the Farm* **E:** *Down on the Farm* **B:** *Going on a Bird Walk* **Paired Selections** **Genre:** How-to **Titles:** **A:** "How to Make Maracas" **O:** "How to Make a Rain Stick" **E:** "How to Make a Rain Stick" **B:** "How to Make a Wind Chime"	**Literature Anthology:** Organization, Sentence Structure	**Vocabulary Words:** *suddenly, scrambled* **Additional Domain Words:** *pitch, volume, instrument* **Additional Academic Words:** *emphasis, favorite, realistic, sound effect* **Vocabulary Strategy:** Suffixes	*color, early, instead, nothing, oh, thought*	*volume, senses, squeaky, nervous, distract*	**Phonemic Awareness:** Phoneme Substitution/ Isolation/Blending **Phonics/ Spelling Skill:** diphthongs *ou, ow* **Structural Analysis:** comparative inflectional endings *-er, -est*	Expression	**Writing Trait: Sentence Fluency:** Use Complete Sentences **Writing Product:** Opinion About a Story **Grammar Skill:** Using a, an, and the **Mechanics:** Capitalize/ Underline Book Titles **Write About Reading:** Analyze Plot: Problem and Solution	**Weekly:** What can we learn abou the sounds we hear, specifically the radio?
Week 5 **Weekly Concept:** Build It! **Essential Question:** How do things get built?	Transition to Literature Anthology	**Title:** "The Sheep, the Pig, and the Goose Who Set Up House" **Genre:** Folktale **Strategy:** Ask and Answer Questions	**Short Text:** *Time for Kids: The Joy of a Ship* **Lexile:** 560L **Genre:** Nonfiction **Strategy:** Ask and Answer Questions **Skill: Plot:** Cause and Effect **Text Features:** Captions	**Strategy:** Ask and Answer Questions **Skill:** Plot: Cause and Effect **Main Selection Title:** *Time for Kids: Building Bridges* **Genre:** Nonfiction **Lexile:** 550L **Paired Selection Title:** "Small Joy" **Genre:** Nonfiction **Lexile:** 490L **Text Feature:** Captions	**Strategy:** Ask and Answer Questions **Skill:** Plot: Cause and Effect **Main Selections** **Genre:** Nonfiction **A:** *What Is a Yurt?* **O:** *What Is a Yurt?* **E:** *What Is a Yurt?* **B:** *What Is a Yurt?* **Paired Selections** **Genre:** Nonfiction **Titles:** **A:** "Treehouses" **O:** "Treehouses" **E:** "Treehouses" **B:** "Treehouses"	**Literature Anthology:** Purpose	**Vocabulary Words:** *balance, section* **Additional Academic Vocabulary:** *demonstrate, magazine, reorder* **Vocabulary Strategy:** Inflectional Endings	*above, build, fall, knew, money, toward*	*structure, project, contented, intend, marvelous*	**Phonemic Awareness:** Phoneme Blending/ Segmentation/ Categorization **Phonics/ Spelling Skill:** diphthongs *oi, oy* **Structural Analysis:** final stable syllables	Intonation, Appropriate Phrasing	**Writing Trait:** Organization: Steps in Order **Writing Product:** How-to Article **Grammar Skill:** Prepositions/ Prepositional Phrases **Mechanics:** Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.) **Write About Reading:** Analyze Plot: Cause and Effect	**Weekly:** How are things built? **Unit Level:** **Research Skill:** Taking Notes **Unit Project:** Self-select and develop from weekly research projects.
Week 6 **Review and Assessment**													

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/ Writing Workshop** **Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader, Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 1 **Weekly Concept:** See It, Sort It **Essential Question:** How can we classify and categorize things?	Transition to Literature Anthology	**Title:** "The Cat's Bell" **Genre:** Fable **Strategy:** Reread	**Short Text:** *Super Tools* **Lexile:** 430L **Genre:** Fantasy **Strategy:** Reread **Skill:** Theme	**Strategy:** Reread **Skill:** Theme **Main Selection Title:** *Click, Clack, Moo: Cows That Type* **Genre:** Fantasy **Lexile:** 380L **Paired Selection Title:** "March On!" **Genre:** Nonfiction **Lexile:** 510L **Text Feature:** Captions	**Strategy:** Reread **Skill:** Theme **Main Selections** **Genre:** Fantasy A: *Two Hungry Elephants* O: *What a Feast!* E: *What a Feast!* B: *Beware of the Lion!* **Paired Selections** **Genre:** Nonfiction **Titles:** A: "Dogs Helping People" O: "Helpers Bring Food" E: "Helpers Bring Food" B: "Pete Seeger"	**Literature Anthology:** Organization, Connection of Ideas, Specific Vocabulary	**Vocabulary Words:** *demand* *emergency* **Additional Domain Words:** *rights* *protest* *improve* **Additional Academic Vocabulary:** *collaborate* *disagreement* *length* *reasonable* **Vocabulary Strategy:** Synonyms	*answer* *brought* *busy* *door* *enough* *eyes*	*fair,* *conflict* *shift* *risk* *argument*	**Phonemic Awareness:** Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion **Phonics/ Spelling Skill: v**ariant vowel spellings with digraphs: *oo, u, u_e, ew, ue, ui, ou* **Structural Analysis:** suffixes *-ful* and *-less*	Expression	**Writing Trait:** Sentence Fluency: Varying Sentence Length **Writing Product:** Story **Grammar Skill:** Pronouns I, you, he, she, it, we, they **Mechanics:** Capitalize I **Write About Reading:** Analyze Theme	**Weekly:** How can people work together to make things better?
Week 2 **Weekly Concept:** My Team **Essential Question:** Who helps you?	Transition to Literature Anthology	**Title:** "Anansi's Sons" **Genre:** Folktale **Strategy:** Reread	**Short Text:** *All Kinds of Helpers* **Lexile:** 530L **Genre:** Nonfiction **Strategy:** Reread **Skill:** Author's Purpose	**Strategy:** Make and Strategy: Reread **Skill:** Author's Purpose **Main Selection Title:** *Meet Rosina* **Genre:** Nonfiction **Lexile:** 420L **Paired Selection Title:** "Abuelita's Lap" **Genre:** Poetry **Lexile:** NP	**Strategy:** Reread **Skill:** Author's Purpose **Main Selections** **Genre:** Nonfiction A: *Helping Me, Helping You!* O: *Helping Me, Helping You!* E: *Helping Me, Helping You!* B: *Helping Me, Helping You!* **Paired Selections** **Genre:** Poetry **Titles:** A: "Fire!" O: "Fire!" E: "Fire!" B: "Fire!	**Literature Anthology:** Purpose, Organization	**Vocabulary Words:** *accept* *often* **Additional Domain Words** *poem* **Additional Academic Vocabulary:** *admire* *interview* *intonation* **Vocabulary Strategy:** Antonyms	*brother,* *father* *friend,* *love* *mother* *picture*	*inspire* *respect* *distance* *swiftly* *decision*	**Phonemic Awareness:** Phonem Categorization/ Reversal/Blending/ Segmentation/ Substitution **Phonics/ Spelling Skill:** variant vowel spellings with digraphs: *a, aw, au, augh, al* **Structural Analysis:** vowel-team syllables	Intonation	**Writing Trait:** Voice: Use Your Own Voice **Writing Product:** Thank-You Note **Grammar Skill:** Possessive Pronouns **Mechanics:** Capitalize Days, Months, and Holidays **Write About Reading:** Analyze Author's Purpose	**Weekly:** What are the different parts of a newspaper?
Week 3 **Weekly Concept:** Weather Together **Essential Question:** How can weather affect us?	Transition to Literature Anthology	**Title:** "Paul Bunyan and the Popcorn Blizzard" **Genre:** Folktale **Strategy:** Visualize	**Short Text:** *Wrapped in Ice* **Lexile:** 320L **Genre:** Realistic Fiction **Strategy:** Visualize **Skill: Plot:** Cause and Effect	**Strategy:** Visualize **Skill:** Plot: Cause and Effect **Main Selection Title:** *Rain School* **Genre:** Realistic Fiction **Lexile:** 440L **Paired Selection Title:** "Rainy Weather" **Genre:** Nonfiction **Lexile:** 470L **Text Feature:** Headings	**Strategy:** Visualize **Skill:** Plot: Cause and Effect **Main Selections** **Genre:** Realistic Fiction A: *Snow Day* O: *Heat Wave* E: *Heat Wave* B: *Rainy Day Fun* **Paired Selections** **Genre:** Nonfiction **Titles:** A: " A Mountain of Snow" O: "Stay Safe When It's Hot" E: "Stay Safe When It's Hot" B: "Let's Stay Dry!"	**Literature Anthology:** Prior Knowledge	**Vocabulary Words:** *country* *gathers* **Additional Domain Words:** *storm* *damage* *predict* **Additional Academic Vocabulary:** *affect* *closing* *tornado* **Vocabulary Strategy:** Similes	*been* *children* *month* *question* *their* *year*	*predict* *cycle* *creative* *frigid* *scorching*	**Phonemic Awareness:** Phoneme Categorization/ Segmentation/ Substitution **Phonics/ Spelling Skill:** silent letters *wr, kn, gn* **Structural Analysis:** compound words	Intonation	**Writing Trait: Voice:** Use Your Own Voice **Writing Product:** Letter **Grammar Skill:** Special Pronouns (anyone, everyone, anything, everything, nothing) **Mechanics:** Commas in Dates and Letters **Write About Reading:** Analyze Plot: Cause and Effect	**Weekly:** What can we learn about tornadoes?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade 1 • Unit 6 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Together We Can! How does teamwork help us?	**Literature Big Book (Units 1-3 Only)**	**Read Aloud**	**Reading/Writing Workshop** **Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing**	**Research**
Week 4 **Weekly Concept:** Sharing Traditions **Essential Question:** What traditions do you know about?	Transition to Literature Anthology	**Title:** "Let's Dance" **Genre:** Nonfiction **Strategy:** Visualize	**Short Text:** *A Spring Birthday* **Lexile:** 380L **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Theme	**Strategy:** Visualize **Skill:** Theme **Main Selection Title:** *Lissy's Friends* **Genre:** Realistic Fiction **Lexile:** 460L **Paired Selection Title:** "Making Paper Shapes" **Genre:** Nonfiction **Lexile:** 510L **Text Feature:** Directions	**Strategy:** Visualize **Skill:** Theme **Main Selections** **Genre:** Realistic Fiction A: *The Quilt* O: *Latkes for Sam* E: *Latkes for Sam* B: *Patty Jumps!* **Paired Selections** **Genre:** How-to **Titles:** A: "Making a Quilt Square" O: "What Is a Taco?" E: "What Is a Taco?" B: "How to Play Four Square"	**Literature Anthology:** Genre, Connection of Ideas	**Vocabulary Words:** *difficult, nobody* **Additional Domain Words:** *origami, decorations, holiday* **Additional Academic Vocabulary:** *celebrate, greeting, signature* **Vocabulary Strategy:** Compound Words	*before, front, heard, push, tomorrow, your*	*tradition, effort, ancient, movement, drama*	**Phonemic Awareness:** Syllable Addition, Phoneme Segmentation/ Blending/ Substitution **Phonics/ Spelling Skill:** three-letter blends *scr, spl, spr, str, thr, shr* **Structural Analysis:** inflectional endings *-ed, -ing*	Appropriate Phrasing	**Writing Trait: Sentence Fluency:** Varying Sentence Types **Writing Product:** Letter **Grammar Skill:** I and Me **Mechanics:** Commas in Dates and Letters **Write About Reading:** Analyze Theme	**Weekly:** Why are traditions important?
Week 5 **Weekly Concept:** Celebrate America! **Essential Question:** Why do we celebrate holidays?	Transition to Literature Anthology	**Title:** "Celebrate the Flag" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *Time for Kids: Share the Harvest and Give Thanks* **Lexile:** 680L **Genre:** Nonfiction **Strategy:** Reread **Skill:** Author's Purpose	**Strategy:** Reread **Skill:** Author's Purpose **Main Selection Title:** *Time for Kids: Happy Birthday, U.S.A.!* **Genre:** Nonfiction **Lexile:** 580L **Paired Selection Title:** "A Young Nation Grows" **Genre:** Nonfiction **Lexile:** 390L **Text Feature:** Map	**Strategy:** Reread **Skill:** Author's Purpose **Main Selections** **Genre:** Nonfiction A: *It's Labor Day!* O: *It's Labor Day!* E: *It's Labor Day!* B: *It's Labor Day!* **Paired Selections** **Genre:** Nonfiction **Titles:** A: "Four Voyages" O: "Four Voyages" E: "Four Voyages" B: "Four Voyages"	**Literature Anthology:** Purpose, Organization	**Vocabulary Words:** *nation, unite* **Additional Academic Vocabulary:** *holiday, origins, phrasing* **Vocabulary Strategy:** Metaphors	*favorite, few, gone, surprise, wonder, young*	*pride, display, design, purpose, represent*	**Phonemic Awareness:** Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition **Phonics/ Spelling Skill:** *r*-controlled vowels *air, are, ear* **Structural Analysis:** *r*-controlled vowel syllables	Appropriate Phrasing	**Writing Trait: Ideas:** Main Idea and Details **Writing Product:** Report **Grammar Skill:** Adverbs That Tell How **Mechanics:** Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.) **Write** About Reading: Analyze Author's Purpose	**Weekly:** What can we learn about national holidays in other countries? **Unit Level:** **Research Skill:** Using Key Words **Unit Project:** Self-select and develop from weekly research projects.
Week 6 **Review and Assessment**													

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 1 • Scope and Sequence

Big Idea: Friends and Family How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing **Unit 1: Narrative** **Friendly Letter; Personal Narrative**	Research
Week 1 **Weekly Concept:** Friends Help Friends **Essential Question:** How do friends depend on each other?	**Short Text:** "The New Kid" **Genre:** Fiction/ Fantasy **Strategy:** Visualize	**Short Text:** *Little Flap Learns to Fly* **Lexile:** 390L **Genre:** Fiction/ Fantasy **Strategy:** Visualize **Skill:** Key Details	**Strategy:** Visualize **Skill:** Key Details **Main Selection Title:** *Help! A Story of Friendship* **Genre:** Fiction/ Fantasy **Lexile:** 410L **Paired Selection Title:** "Crayons" **Genre:** Poetry **Lexile:** NP	**Strategy:** Visualize **Skill:** Key Details **Main Selections Genre:** Fantasy **Titles:** A: *Cat and Dog* O: *The Quest* E: *The Quest* B: Class Pets **Paired Selections Genre:** Poem **Titles:** A: "Uncle Max and I" O: "Together" E: "It Takes a Friend" B: "What Friends Do"""	**Reading/Writing Workshop:** Genre **Literature Anthology:** Connection of Ideas; Genre; Specific Vocabulary	**Vocabulary Words:** *actions, afraid, depend, nervously, peered, perfectly, rescue, secret* **Additional Domain Words:** *hedgehog prickles* **Additional Academic Words:** *characters, events, evidence* **Vocabulary Strategy:** Inflectional Endings	*ball, blue, both, even, for, help, put, there, why, yellow*	*awkward, outrageous, panic, relief, squawked*	**Phonemic Awareness:** Phoneme Blending; Phoneme Categorization; Phoneme Segmentation **Phonics/ Spelling Skill:** short *a* , *i* **Structural Analysis:** Plural Nouns: *-s, -es*	Expression	**Writing Trait: Ideas:** Focus on an Event **Grammar Skill:** Statements and Questions **Grammar Mechanics:** Sentence Capitalization/ Punctuation **Write About Reading:** Analyze Key Details	**Weekly:** How do friends support and depend on one another?
Week 2 **Weekly Concept:** Families Around the World **Essential Question:** How are families around the world the same and different?	**Short Text:** "Dinner at Alejandro's" **Genre:** Fiction **Strategy:** Visualize	**Short Text:** *Maria Celebrates Brazil* **Lexile:** 460L **Genre:** Fiction/ Realistic Fiction **Strategy:** Visualize **Skill:** Character, Setting, Events	**Strategy:** Visualize **Skill:** Character, Setting, Events **Main Selection Genre:** Fiction **Title:** *Big Red Lollipop* **Lexile:** 410L **Paired Selection Genre:** Informational Text **Title:** "A Look at Families" **Lexile:** 480L	**Strategy:** Visualize **Skill**: Character, Setting, Events **Main Selections Genre:** Informational Text **Titles:** A: *Music in My Family* O: *Happy New Year!* E: *Happy New Year!* B: *I'm Down Under* **Paired Selections Genre:** Fiction **Titles:** A: "Making Music" O: "New Year's Eve" E: "New Year's Eve" B: "Families Around the World"	**Reading/ Writing Workshop:** Connections of Ideas **Literature Anthology:** Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary	**Vocabulary Words:** *aside, culture, fair, invited, language, plead, scurries, share* **Additional Domain Words:** *musical, triangle* **Additional Academic Words:** *compare, exclamation, setting,* **Vocabulary Strategy:** Root Words	*could, find, funny, green, how, little, one, or, see, sounds*	*colorful, confusing, noticed, overflowing, tasty*	**Phonemic Awareness:** Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation **Phonics/ Spelling Skill:** short *e, o, u* **Structural Analysis:** Inflectional Endings: *-s, -es*	Expression	**Writing Trait:** Organization: Strong Openings **Grammar Skill:** Commands and Exclamations **Grammar Mechanics:** Sentence Capitalization/ Punctuation **Write About Reading:** Analyze Story Structure Using Text Evidence	**Weekly:** How are celebrations, food, clothing and sports the same and different around the world?
Week 3 **Weekly Concept:** Pets are Our Friends **Essential Question:** How can a pet be an important friend?	**Title:** "My Partner and Friend" **Genre:** Fiction **Strategy:** Ask and Answer Questions	**Short Text:** *Finding Cal* **Lexile:** 410L **Genre:** Fiction **Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Events: Use Illustrations	**Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Events: Use Illustrations **Main Selection Genre:** Fiction **Title:** *Not Norman* **Lexile:** 450L **Paired Selection Genre:** Poetry **Title:** "My Puppy" **Lexile:** NP	**Strategy:** Ask and Answer Questions **Skill:** Key Details, Use Illustrations **Main Selections Genre:** Fiction **Titles:** A: *Too Many Pets?* O: *A New Home For Henry* E: *A New Home For Henry* B: *Hello, Koko!* **Paired Selections Genre:** Poetry **Titles:** A: "My Dog Loves Me" O: "My Best Friend Forever!" E: "Hoppy" B: "Who Is My Best Friend?"	**Reading/ Writing Workshop:** Genre **Literature Anthology:** Purpose; Specific Vocabulary	**Vocabulary Words:** *decide, different, friendship, glance, proper, relationship, stares, trade* **Additional Domain Words:** *goldfish* **Additional Academic Words:** *closing, greeting, rhyming* **Vocabulary Strategy:** Sentence Clues	*boy, by, girl, he, here, she, small, want, were, what*	*apologized, gazed, partner, rummaged, scent*	**Phonemic Awareness:** Phoneme Categorization; Phoneme Substitution; Phoneme Blending **Phonics/ Spelling Skill:** 2-letter blends (*r, s, t, l*) **Structural Analysis:** Closed Syllables	Intonation	**Writing Trait:** Word Choice: Precise Languages **Grammar Skill:** Subjects **Grammar Skill:** Subjects **Grammar Mechanics:** Letter Punctuation **Write About Reading:** Analyze Story Structure	**Weekly:** What makes an animal a good pet?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 2 • Unit 1 • Scope and Sequence

Big Idea: Friends and Family How do families and friends learn, grow, and help one another?	**Read Aloud**	**Reading/ Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 1: Narrative** **Friendly Letter; Personal Narrative**	**Research**
Week 4 **Weekly Concept:** Animals Need Our Care **Essential Question:** How do we care for animals?	**Title: "**All Kinds of Vets" **Genre:** Informational Text **Strategy:** Ask and Answer Questions	**Short Text:** *Taking Care of Pepper* **Lexile:** 520L **Genre:** Informational Text/Nonfiction Narrative **Strategy:** Ask and Answer Questions **Skill:** Key Details: Use Photos **Text Features:** Photos, Captions	**Strategy:** Ask and Answer Questions **Skill:** Key Details: Use Photos **Main Selection Genre:** Informational Text **Title:** Lola and Tiva: An Unlikely Friendship **Lexile:** 630L **Paired Selection Genre:** Informational Text: Interview **Title:** "Animal Needs" **Lexile:** 430L	**Strategy:** Ask and Answer Questions **Skill:** Key Details: Use Photos **Main Selection Genre:** Informational Text **Titles:** A: *People Helping Whales* O: *People Helping Whales* E: *People Helping Whales* B: *People Helping Whales* **Paired Selections Genre:** Informational Text **Titles:** A: "Working With Animals" O: "Working With Animals" E: "Working With Animals" B: "Working With Animals"	**Reading/Writing Workshop:** Genre; Purpose **Literature Anthology:** Lack of Prior Knowledge; Specific Vocabulary	**Vocabulary Words:** *allowed, care, excited, needs, roam, safe, wandered, wild* **Additional Domain Words:** *conservancy, rhino* **Additional Academic Words:** *categorize, organization, sequence, subject* **Vocabulary Strategy:** Root Words	*another, done, into, move, now, show, too, water, year, your*	*duty, equipment, profession, satisfaction, thorough*	**Phonemic Awareness:** Phoneme Segmentation; Phoneme Categorization; Phoneme Blending **Phonics/ Spelling Skill:** short *a*, long *a: a_e* **Structural Analysis:** Plural Nouns: -Inflectional Endings: *-ed, -ing*	Intonation	**Writing Trait:** Organization: Sequence **Grammar Skill:** Predicates **Grammar Mechanics:** Commas in a Sequence **Write About Reading:** Analyze Key Details	**Weekly:** What are the basic needs of animals?
Week 5 **Weekly Concept:** Families Working Together **Essential Question:** What happens when families work together?	**Short Text:** "Families Today" **Genre:** Informational Text **Strategy:** Ask and Answer Questions	**Short Text:** Families Work! **Lexile:** 500L **Genre:** Informational Text/Time For Kids **Strategy:** Ask and Answer Questions **Skill:** Key Details **Text Features:** Photos, Captions, Chart	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text/Time For Kids **Title:** Families Working Together **Lexile:** 560L **Paired Selection Genre:** Informational Text **Title:** "Why We Work" **Lexile:** 510L	**Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles:** A: *Families at Work* O: *Families at Work* E: *Families at Work* B: *Families at Work* **Paired Selections Genre:** Informational Text **Titles:** A: "A Family Sawmill" O: "A Family Sawmill" E: "A Family Sawmill" B: "A Family Sawmill"	**Reading/Writing Workshop:** Purpose **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary	**Vocabulary Words:** *checks, choose, chores, cost, customers, jobs, spend, tools* **Additional Academic Words:** *combine, comparison, expand* **Vocabulary Strategy:** Inflectional Endings	*all, any, goes, new, number, other, right, says, understands, work*	*exchange, homework, lucky, members, treasure*	**Phonemic Awareness:** Phoneme Isolation; Phoneme Categorization; Phoneme Blending **Phonics/ Spelling Skill:** short *i*, long *i: i_e* **Structural Analysis:** Possessives	Phrasing	**Writing Trait:** Sentence Fluency: Vary Sentence Type **Grammar Skill:** Expanding and Combining Sentences **Grammar Mechanics:** Quotation Marks with Dialogue **Write About Reading:** Analyze Text Features That Inform and Explain a Topic	**Weekly:** What do different people do at work? **Unit Level:** Research Skill: Recall Information **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries How do animals play a part in the world around us?	**Read Aloud**	**Reading/ Writing Workshop Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 2: Informative/ Explanatory Text** **How-to Text; How-to Directions**	**Research**
Week 1 **Weekly Concept:** Animals in Nature **Essential Question:** How do animals survive?	**Title:** "Swamp Life" **Genre:** Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** *A Visit to the Desert* **Lexile:** 490L **Genre:** Fiction/ Realistic Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot **Main Selection Genre:** Fiction/Realistic Fiction **Title:** *Sled Dogs Run* **Lexile:** 480L **Paired Selection Genre:** Informational Text/ Expository **Title:** "Cold Dog, Hot Fox" **Lexile:** 510L	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot **Main Selections Genre:** Realistic Fiction **Titles:** A: *Hippos at the Zoo* O: *Where Are They Going?* E: *Where Are They Going?* B: *An Arctic Life For Us* **Paired Selections Genre:** Informational Text **Titles:** A: "Hippos" O: "A Whale's Journey" E: "A Whale's Journey" B: "What is a Ptarmigan?"	**Reading/Writing Workshop:** Purpose; Connections of Ideas **Literature Anthology:** What Makes This Text Complex?; Organization; Specific Vocabulary	**Vocabulary Words:** *adapt, climate, eager, freedom, fresh, sense, silence, shadows* **Additional Academic Words:** *opinion* **Vocabulary Strategy:** Prefixes	*because, cold, family, friends, have, know, off, picture, school, took*	*capture, chorus, croak, reason, visitor*	**Phonemic Awareness:** Phoneme Addition; Phoneme Substitution; Phoneme Blending **Phonics/ Spelling Skill:** short *o*, long o: o_e **Structural Analysis:** Doubling Final Consonants; Drop Final *e*: *-ed, -ing*	Phrasing	**Writing Trait:** Ideas: Descriptive Details **Writing Product:** Story **Grammar Skill:** Nouns **Mechanics:** Commas in a Series **Write About Reading:** Analyze Illustrations	**Weekly:** How do animals survive in their natural environments?
Week 2 **Weekly Concept:** Animals in Stories **Essential Question:** What can animals in stories teach us?	**Title:** "The Fox and the Crane" **Genre:** Fiction/Fable **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** *The Boy Who Cried Wolf* **Lexile:** 460L **Genre:** Fiction/Fable **Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Fiction/Fable **Title:** *Wolf! Wolf!* **Lexile:** 580L **Paired Selection Genre:** Informational Text/ Expository **Title:** "Cinderella and Friends" **Lexile:** 520L	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selections Genre:** Fable **Titles:** A: *The Cat and the Mice* O: *The Dog and the Bone* E: *The Dog and the Bone* B: *The Spider and the Honey Tree* **Paired Selections Genre:** Fable A: "Beware of Tiger!" O: "The Dingo and His Shadow" E: "The Dingo and His Shadow" B: "The Girl and the Spider"	**Reading/ Writing Workshop: Purpose:** Specific Vocabulary; Organization **Literature Anthology:** What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	**Vocabulary Words:** *believe, delicious, feast, fond, lessons, remarkable, snatch, stories* **Additional Domain Words:** *morsel, scrumptious* **Additional Academic Words:** *fable, root words* **Vocabulary Strategy:** Suffixes	*change, cheer, fall, five, look, open, should, their, won, yes*	*affection, crave, frustrated, nourishment, seek*	**Phonemic Awareness:** Phoneme Deletion; Phoneme Segmentation; Phoneme Blending **Phonics/ Spelling Skill:** short *u*, long *u*: *u_e* **Structural Analysis:** CVCe Syllables	Expression	**Writing Trait:** Ideas: Supporting Details **Grammar Skill:** Singular and Plural Nouns **Grammar Mechanics:** Commas in a Series **Write About Reading:** Analyze Themes	**Weekly:** How can animal fables teach us lessons?
Week 3 **Weekly Concept:** Animal Habitats **Essential Question:** What are features of different animal habitats?	**Title:** "Explore a Coral Reef" **Genre:** Informational Text **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** *A Prairie Guard Dog* **Lexile:** 480L **Genre:** Informational Text/Nonfiction Narrative **Strategy:** Make, Confirm, Revise Predictions **Skill:** Main Topic and Key Details **Text Features:** Bold Print, Subheading, Chart, Labels	**Strategy:** Make, Confirm, Revise Prediction **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Title:** *Turtle, Turtle, Watch Out!* **Lexile:** 520L **Paired Selection Genre:** Informational Text/ Expository **Title:** "At Home in the River" **Lexile:** 500L	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Main Topic and Key Details **Main Selections Genre:** Informational Text **Titles:** A: *A Tree Full of Life* O: *A Tree Full of Life* E: *A Tree Full of Life* B: *A Tree Full of Life* **Paired Selections Genre:** Nonfiction A: "Life in a Termite Mound" O: "Life in a Termite Mound" E: "Life in a Termite Mound" B: "Life in a Termite Mound"	**Reading/ Writing Workshop: Purpose:** Connections of Ideas; Genre **Literature Anthology:** What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	**Vocabulary Words:** *buried, escape, habitat, journey, nature, peeks, restless, spies* **Additional Domain Words:** *hatch, raccoons* **Vocabulary Strategy:** Suffixes	*almost, buy, food, out, pull, saw, sky, straight, under, wash*	*defend, encounter, located, positive, react*	**Phonemic Awareness:** Phoneme Segmentation; Phoneme Substitution; Phoneme Blending **Phonics/ Spelling Skill:** Soft *c* and *g* **Structural Analysis:** Prefixes: *re-, un-, dis-*	Phrasing	**Writing Trait:** Organization: Sequence **Writing Product:** Kinds of Nouns **Grammar Mechanics:** Capital Letters Possessive Nouns **Write About Reading:** Analyze Key Details	**Weekly:** What are the features of animal habitats?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	Research
Week 4 **Weekly Concept:** Baby Animals **Essential Question:** How are offspring like their parents?	**Title:** "Wild Animal Families" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *Eagles and Eaglets* **Lexile:** 520L **Genre:** Informational Text/Expository **Strategy:** Reread **Skill:** Main Topic and Key Details **Text Features:** Captions, Diagram, Labels	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Nonfiction **Title:** Baby Bears **Lexile:** 590L **Paired Selection Genre:** Informational Text **Title:** "From Caterpillar to Butterfly" **Lexile:** 560L	**Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Nonfiction **Titles:** A: *Animal Families* O: *Animal Families* E: *Animal Families* B: *Animal Families* **Paired Selections Genre:** Informational Text **Titles:** A: "Tadpoles into Frogs" O: "Tadpoles into Frogs" E: "Tadpoles into Frogs" B: "Tadpoles into Frogs"	**Reading/Writing Workshop:** Genre; Genre; Connections of Ideas **Literature Anthology:** What Makes This Text Complex?	**Vocabulary Words:** *adult, alive, covered, fur, giant, groom, mammal, offspring* **Additional Academic Words:** *diagram,* **Vocabulary Strategy:** Multiple-Meaning Words	*baby, early, eight, isn't, learn, seven, start, these, try, walk*	*guide, leader, protect, provide, separate*	**Phonemic Awareness:** Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending **Phonics/Spelling Skill:** Consonant Digraphs: *ch, -tch, sh, ph, th, ng, wh* **Structural Analysis: Suffixes:** *-ful, -les*	Pronunciation	**Writing Trait:** Word Choice: Linking Words **Grammar Skill:** More Plural Nouns **Grammar Mechanics:** Abbreviations **Write About Reading:** Analyze Key Details	**Weekly:** How are baby animals like their parents? How are they different?
Week 5 **Weekly Concept:** Animals in Poems **Essential Question:** What do we love about animals?	**Title:** "The Furry Alarm Clock" **Genre:** Poetry **Strategy:** Reread	**Short Text:** "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird" **Lexile:** NP **Genre:** Poetry **Strategy:** Reread **Skill:** Key Details **Literary Element:** Rhythm	**Strategy:** Reread **Skill:** Key Details **Main Selection Genre:** Poetry **Title:** "Beetles," "The Little Turtle" **Lexile:** NP **Paired Selection Genre:** Poetry **Title:** "Gray Goose" **Lexile:** NP	**Strategy:** Reread **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:** A: *Amira's Petting Zoo* O: *Alice's New Pet* E: *Alice's New Pet* B: *Ava's Animal* **Paired Selections Genre:** Poem **Titles:** A: "Sheep Season" O: "Baby Joey" E: "Four Little Ducklings" B: "Nanook"	**Reading/Writing Workshop:** Organization; Sentence Structures; Genre **Literature Anthology:** What Makes This Text Complex?; Purpose of the Text; Specific Vocabulary	**Vocabulary Words:** *behave, express, feathers, flapping* **Vocabulary Strategy:** Multiple-Meaning Words	*bird, far, field, flower, grow, leaves, light, orange, ready, until*	*alarm, howling, knobby, munch, problem*	**Phonemic Awareness:** Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending **Phonics/Spelling Skill:** 3-letter Blends: *scr, spr, str, thr, spl, shr* **Structural Analysis:** Compound Words	Phrasing	**Writing Trait:** Word Choice: Precise Language **Grammar Skill:** Possessive Nouns **Grammar Mechanics:** Apostrophes **Write About Reading:** Analyze Word Choice	**Weekly:** Research poems about animals. How do the poets use rhyme, rhythm, and/or word choice to create imagery? **Unit Level:** Research Skill: Gather Information **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn What have you learned about the world that surprises you?	**Read Aloud**	**Reading/ Writing Workshop Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 3: Opinion** **Opinion Letter; Book Review**	**Research**
Week 1 **Weekly Concept:** The Earth's Forces **Essential Question:** How do the Earth's forces affect us?	**Title:** "Apples and Gravity" **Genre:** Nonfiction **Strategy:** Reread	**Short Text:** *Magnets Work!* **Lexile:** 560L **Genre:** Informational Text/Expository **Strategy:** Reread **Skill:** Author's Purpose **Text Features:** Diagram With Labels, Bold Print, Subheadings	**Strategy:** Reread **Skill:** Author's Purpose **Main Selection Genre:** Nonfiction **Title:** *I Fall Down* **Lexile:** 560L **Paired Selection Genre:** Informational Text/ Expository **Title:** "Move It!" **Lexile:** 530L	**Strategy:** Reread **Skill:** Author's Purpose **Main Selections Genre:** Informational Text **Titles:** A: *Forces at Work* O: *Forces at Work* E: *Forces at Work* B: *Forces at Work* **Paired Selections Genre:** Informational Text **Titles:** A: "Machines to Push and Pull" O: "Machines to Push and Pull" E: "Machines to Push and Puli" B: "Machines to Push and Pull"	**Reading/Writing Workshop:** Genre; Sentence Structures **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary	**Vocabulary Words:** *amazing, force, measure, objects, proved, speed, true, weight* **Additional Domain Words:** *gravity* **Additional Academic Words:** *author's purpose, comparison, contractions,* **Vocabulary Strategy:** Similes	*about, around, good, great, idea, often, part, second, two, world*	*college, famous, path, planets, straight*	**Phonemic Awareness:** Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending **Phonics/ Spelling Skill:** Long *a: a, ai, ay, ea, ei, eigh, ey* **Structural Analysis:** Contractions with *'s, 're, 'll, 've*	Intonation	**Writing Trait:** Organization: Order Ideas **Grammar Skill:** Action Verbs **Grammar Mechanics:** Abbreviations **Write About Reading:** Analyze Author's Purpose	**Weekly:** How do Earth's forces affect us? Research the pushes and pulls in your everyday life.
Week 2 **Weekly Concept:** Look At the Sky **Essential Question:** What can we see in the sky?	**Title:**"The Hidden Sun" **Genre:** Fiction **Strategy:** Reread	**Short Text:** *Starry Night* **Lexile:** 540L **Genre:** Fiction **Strategy:** Reread **Skill:** Character, Setting, Plot: Sequence	**Strategy:** Reread **Skill:** Character, Setting, Plot: Sequence **Main Selection Genre:** Fiction **Title:** *Mr. Putter & Tabby See the Stars* **Lexile:** 580L **Paired Selection Genre:** Informational Text/ Expository **Title:** "Day to Night" **Lexile:** 550L	**Strategy:** Reread **Skill:** Character, Setting, Plot: Sequence **Main Selections Genre:** Fiction **Titles:** A: *A Special Sunset* O: *A Different Set of Stars* E: *A Different Set of Stars* B: *Shadows in the Sky* **Paired Selections Genre:** Informational Text A: "Shadows and Sun Dials" O: "Stars" E: "Stars" B: "Eclipses"	**Reading/ Writing Workshop: Purpose:** Purpose **Literature Anthology:** What Makes This Text Complex?; Organization; Connections of Ideas; Specific Vocabulary	**Vocabulary Words:** *adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime* **Additional Domain Words:** *jellyroll, Big Dipper, Milky Way* **Vocabulary Strategy:** Compound Words	*also, apart, begin, either, hundred, over, places, those, which, without*	*exactly, present, reports, telescopes, total*	**Phonemic Awareness:** Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization **Phonics/ Spelling Skill:** Long *i: i, y, igh, ie* **Structural Analysis:** Open Syllables	Intonation	**Writing Trait:** Word Choice: Linking Words **Grammar Skill:** Present-Tense Verbs **Grammar Mechanics:** Commas in a Series **Write About Reading:** Analyze Story Structure	**Weekly:** Explore the phases of the Moon.
Week 3 **Weekly Concept:** Ways People Help **Essential Question:** How can people help out their community	**Title:** "Color Your Community" **Genre:** Nonfiction Narrative **Strategy:** Ask and Answer Questions	**Short Text:** *Ways People Help* **Lexile:** 650L **Genre:** Informational Text/Nonfiction Narrative **Strategy:** Ask and Answer Questions **Skill:** Author's Purpose **Text Features:** Photos With Captions	**Strategy:** Ask and Answer Questions **Skill:** Author's Purpose **Main Selection Genre:** Narrative Nonfiction **Title:** *Biblioburro: A True Story from Colombia* **Lexile:** 700L **Paired Selection Genre:** Fiction/ Folktale **Title:** "The Enormous Turnip" **Lexile:** 610L	**Strategy:** Ask and Answer Questions **Skill:** Author's Purposes **Main Selections Genre:** Narrative Nonfiction **Titles:** A: *City Communities* O: *City Communities* E: *City Communities* B: *City Communities* **Paired Selections Genre:** Folktale A: "Magic Anansi" O: "Magic Anansi" E: "Magic Anansi" B: "Magic Anansi"	**Reading/ Writing Workshop: Purpose:** Connections of Ideas **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary; Sentence Structure	**Vocabulary Words:** *across, borrow, countryside, ideas, insists, lonely, solution, villages* **Additional Domain Words:** *burro, Colombia* **Additional Academic Words:** *narrator* **Vocabulary Strategy:** Synonyms	*better, group, long, more, only, our, started, three, who, won't*	*artist, celebration, commented, community, mural*	**Phonemic Awareness:** Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending **Phonics/ Spelling Skill:** Long *o: o, oa, ow, oe* **Structural Analysis:** Contractions with *not*	Expression	**Writing Trait:** Voice: Opinions **Grammar Skill:** Past- and Future-Tense Verbs **Grammar Mechanics:** Letter Punctuation **Write About Reading:** Analyze Author's Purpose	**Weekly:** How do people solve problems or help in your community?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
Week 4 **Weekly Concept:** Weather Alert! **Essential Question:** How does weather affect us?	**Title:** "Clouds All Around" **Genre:** Expository **Strategy:** Ask and Answer Questions	**Short Text:** *Tornado!* **Lexile:** 660L **Genre:** Informational Text/Expository **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Photos With Captions, Bold Print, Subheadings, Sidebar With Directions	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Genre:** Expository **Title:** *Wild Weather* **Lexile:** 670L **Paired Selection Genre:** Informational Text/Expository **Title:** "Can You Predict the Weather?" **Lexile:** 610L	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Details **Main Selection Genre:** Expository Text **Titles:** A: *Weather All Around* O: *Weather All Around* E: *Weather All Around* B: *Weather All Around* **Paired Selections Genre:** Expository Text **Titles:** A: "Colors in the Sky" O: "Colors in the Sky" E: "Colors in the Sky" B: "Colors in the Sky"	**Reading/Writing Workshop:** Purpose **Literature Anthology:** Connections of Ideas; Specific Vocabulary	**Vocabulary Words:** *cheered, concert, instrument, movements, music, rhythm, sounds, understand* **Additional Academic Words:** *blend, combine* **Vocabulary Strategy:** Prefixes	*after, before, every, few, first, hear, hurt, old, special, would*	*gloomy, pleasant, predict, reflect, rises*	**Phonemic Awareness:** Identify Syllables; Phoneme Categorization; Phoneme Blending **Phonics/Spelling Skill:** Long *e: e, ee, ea, ie, y, ey, e_e* **Structural Analysis: Suffixes:** *s, -ess*	Phrasing	**Writing Trait:** Organization: Strong Conclusions **Grammar Skill:** The Verb *Have* **Grammar Mechanics:** Book Titles **Write About Reading:** Analyze Text Features	**Weekly:** How can people stay safe in extreme weather?
Week 5 **Weekly Concept:** Express Yourself **Essential Question:** How do you express yourself	**Title:** "Why People Drum" **Genre:** *Time For Kids* **Strategy:** Ask and Answer Questions	**Short Text:** "They've Got the Beat" **Lexile:** 620L **Genre:** *Time For Kids* **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Photos With Captions, Bar Graph	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Detailss **Main Selection Genre:** *Time For Kids* **Title:** *Many Ways to Enjoy Music* **Lexile:** 680L **Paired Selection Genre:** *Time For Kids* **Title:** "A Musical Museum" **Lexile:** 640L	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text **Titles:** A: *The Sounds of Trash* O: *The Sounds of Trash* E: *The Sounds of Trash* B: *The Sounds of Trash* **Paired Selections Genre:** Informational Text **Titles:** A: "Talking Underwater" O: "Talking Underwater" E: "Talking Underwater" B: "Talking Underwater"	**Reading/Writing Workshop:** Organization; Sentence Structures **Literature Anthology:** What Makes This Text Complex?; Purpose of Text; Specific Vocabulary	**Vocabulary Words:** *behave, express, feathers, flapping* **Vocabulary Strategy:** Multiple-Meaning Words	*America, beautiful, began, climbed, come, country, didn't, give, live, turned*	*communicate, festivals, respect, squeezing, tradition*	**Phonemic Awareness:** Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending **Phonics/Spelling Skill:** Long *u: u_e, ew, ue, u* **Structural Analysis:** Comparative Endings: *-er, -est*	Pronunciation	**Writing Trait:** Sentence Fluency: Vary Sentence Length **Grammar Skill:** Combining and Rearranging Sentences **Grammar Mechanics:** Sentence Punctuation **Write About Reading:** Analyze Key Details	**Weekly:** How do different musical instruments work?? **Unit Level:** Research Skill: Parts of the Library **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Narrative Text Fictional Narrative; Poem	Research
Week 1 **Weekly Concept:** Different Places **Essential Question:** What makes different parts of the world different?	**Title:** "Where Do You Live?" **Genre:** Expository **Strategy:** Reread	**Short Text:** *Alaska: A Special Place* **Lexile:** 560L **Genre:** Expository **Strategy:** Reread **Skill:** Connections Within a Text: Compare and Contrast **Text Features:** Map, Key, Labels, Subheadings	**Strategy:** Reread **Skill:** Connections Within a Text: Compare and Contrast **Main Selection Genre:** Informational Text/ Expository **Title:** *Rain Forests* **Lexile:** 580L **Paired Selection Genre:** Informational Text/Expository **Title:** "African Savannas" **Lexile:** 680L	**Strategy:** Reread **Skill:** Connections Within a Text: Compare and Contrast **Main Selections Genre:** Expository Text **Titles:** A: *Rocky Mountain National Park* O: *Rocky Mountain National Park* E: *Rocky Mountain National Park* B: *Rocky Mountain National Park* **Paired Selections Genre:** Expository Text **Titles:** A: "Yellowstone" O: "Yellowstone" E: "Yellowstone" B: "Yellowstone"	**Reading/Writing Workshop:** Visual Display About a Region **Literature Anthology:** Analyze Ideas Across Texts	**Vocabulary Words:** *eerie, growth, layers, lively, location, region, seasons, temperate* **Additional Domain Words:** *Amazon, equator, tropical* **Vocabulary Strategy:** Compound Words	*below, colors, don't, down, eat, many, morning, sleep, through, very*	*factories, harbors, produce, timber, valley*	**Phonemic Awareness:** Phoneme Identity; Phoneme Categorization; Phoneme Blending **Phonics/ Spelling Skill:** Silent Letters *wr, kn, gn, mb, sc* **Structural Analysis:** Prefixes/Suffixes	Pronunciation	**Writing Trait:** Ideas: Focus on a Topic **Grammar Skill:** Linking Verbs **Grammar Mechanics:** Capitalization of Proper Nouns **Write About Reading:** Analyze Author's Purpose	**Weekly:** Explore the land features, plants, animals, and climate of a region.
Week 2 **Weekly Concept:** Earth Changes **Essential Question:** How does the Earth change?	**Title:** "Earth Changes" **Genre:** Expository **Strategy:** Reread	**Short Text:** *Into the Sea* **Lexile:** 650L **Genre:** Expository **Strategy:** Reread **Skill:** Connections Within a Text: Cause and Effect	**Strategy:** Reread **Skill:** Connections Within a Text: Cause and Effect **Main Selection Genre:** Informational Text/Expository **Title:** *Volcanoes* **Lexile:** 680L **Paired Selection Genre:** Informational Text/Expository **Title:** "To The Rescue" **Lexile:** 750L	**Strategy:** Reread **Skill:** Connections Within a Text: Cause and Effect **Main Selections Genre:** Expository Text **Titles:** A: *Earthquakes* O: *Earthquakes* E: *Earthquakes* B: *Earthquakes* **Paired Selections Genre:** Expository Text A: "Glaciers" O: "Glaciers" E: "Glaciers" B: "Glaciers"	**Reading/ Writing Workshop: Purpose:** Prior Knowledge; Organization **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary	**Vocabulary Words:** *active, Earth, explode, island, local, properties, solid, steep* **Additional Domain Words:** *jellyroll, Big Dipper, Milky Way* **Vocabulary Strategy:** Compound Words	*animal, away, building, found, from, Saturday, thought, today, toward, watch*	*carved, glide, sphere, suddenly, surface*	**Phonemic Awareness:** Phoneme Segmentation; Phoneme Blending; Phoneme Substitution **Phonics/ Spelling Skill:** *r*-controlled vowels */ûr/ er, ir, ur, or* **Structural Analysis:** Inflectional Endings	Phrasing	**Writing Trait:** Word Choice: Time-Order Words **Grammar Skill:** Helping Verbs **Grammar Mechanics:** Quotation Marks **Write About Reading:** Analyze Author's Word Choice	**Weekly:** How do natural events change the earth?.
Week 3 **Weekly Concept:** Our Culture Makes Us Special **Essential Question:** How are kids around the world different?	**Title:** "My New School" **Genre:** Realistic Fiction **Strategy:** Visualize	**Short Text:** *Happy New Year!* **Lexile:** 590L **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Character, Setting, Plot: Compare and Contrast	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Compare and Contrast **Main Selection Genre:** Realistic Fiction **Title:** *Dear Primo: A Letter to My Cousin* **Lexile:** 610L **Paired Selection Genre:** Informational Text/Expositor **Title:** "Games Around the World" **Lexile:** 600L	**Strategy:** Visualize **Skill:** Character, Setting Plot: Compare and Contrast **Main Selections Genre:** Realistic Fiction **Titles:** A: *Sharing Cultures* O: *A New Life in India* E: *A New Life in India* B: *Akita and Carlo* **Paired Selections Genre:** Informational Text A: "Music Around the World" O: "Dress Around the World" E: "Dress Around the World" B: "Food Around the World"	**Reading/ Writing Workshop: Purpose:** Prior Knowledge **Literature Anthology:** What Makes This Text Complex?; Organization; Sentence Structure; Specific Vocabulary	**Vocabulary Words:** *common, costume, customs, favorite, parade, surrounded, travels, wonder* **Additional Domain Words:** *cousin, primo* **Additional Academic Words:** *voice* **Vocabulary Strategy:** Similes	*ago, carry, certain, everyone, heavy, outside, people, problem, together, warm*	*accompanies, assigns, crowded, locker, usual*	**Phonemic Awareness:** Generate Rhyme; Initial Sound and Substitution; Phoneme Blending **Phonics/ Spelling Skill:** *r*-controlled vowels */ôr/ or, ore, oar; /är/ ar* **Structural Analysis:** Irregular Plurals	Expression	**Writing Trait:** Voice: Show Feelings **Grammar Skill:** Irregular Verbs **Grammar Mechanics:** Book Titles **Write About Reading:** Analyze How an Author Compares Characters and Events	**Weekly:** Research games from around the world. How are they played?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World How do different environments make the world an interesting place?	**Read Aloud**	**Reading/ Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 4: Narrative Text** **Fictional Narrative; Poem**	**Research**
Week 4 **Weekly Concept:** Folktales About Nature **Essential Question:** How can we understand nature?	**Title:** "How Thunder and Lightning Came to Be" **Genre:** Folktale/ Drama **Strategy:** Visualize	**Short Text:** "Why the Sun and the Moon Live in the Sky" **Lexile:** NP **Genre:** Play **Strategy:** Visualize **Skill:** Theme	**Strategy:** Visualize **Skill:** Theme **Main Selection Genre:** Folktale/Drama **Title:** *How the Beetle Got Her Colors* **Lexile:** NP **Paired Selection Genre:** Fiction/ Folktale **Title:** "How the Finch Got Its Color" **Lexile:** 600L	**Strategy:** Visualize **Skill:** Theme **Main Selection Genre:** Folktale **Titles:** A: *Why Turtles Live in Water* O: *How Butterflies Came to Be* E: *How Butterflies Came to Be* B: *Why Spider Has 8 Thin Legs* **Paired Selections Genre:** Folktale **Titles:** A: "Why Corn Has Silk" O: "How the Rainbow Was Made" E: "How the Rainbow Was Made" B: "Why There Are Stars"	**Reading/Writing Workshop:** Genre; Purpose **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary	**Vocabulary Words:** *ashamed, boast, dash, holler, plenty, similarities, victory, wisdom* **Vocabulary Strategy:** Root Words	*again, behind, eyes, gone, happened, house, inside, neither, stood, young*	*blustery, chilly, drenched, drizzle, task*	**Phonemic Awareness:** Phoneme Segmentation; Phoneme Blending; Identify Syllables **Phonics/Spelling Skill:** *r*-controlled vowels */ûr/ eer, ere, ear* **Structural Analysis:** Abbreviations	Expression	**Writing Trait:** Ideas: Develop Character **Grammar Skill:** Irregular Verbs **Grammar Mechanics:** Letter Punctuation **Write About Reading:** Analyze Theme	**Weekly:** How do folktales from different cultures explain nature?
Week 5 **Weekly Concept:** Poems About Nature **Essential Question:** What excites us about nature?	**Title:** Redwood National Forest," "The Amazing Meadow," "The Sahara Desert" **Genre:** Poetry **Strategy:** Visualize	**Short Text:** "Snow Shape," "Nature Walk," "In the Sky" **Lexile:** NP **Genre:** Poetry **Strategy:** Visualize **Skill:** Theme **Literary Element:** Repetition	**Strategy:** Visualize **Skill:** Theme **Main Selection Genre:** Poetry **Title:** "April Rain Song," "Rain Poem" **Lexile:** NP **Paired Selection Genre:** Poetry **Title:** "Helicopters," "Windy Tree" **Lexile:** NP	**Strategy:** Visualize **Skill:** Theme **Main Selection Genre:** Fiction **Titles:** A: *A Hike in the Woods* O: *A Little World* E: *A Little World* B: *Star Party* **Paired Selections Genre:** Poem **Titles:** A: "The Woods" O: "See a Star" E: "By the Sea" B: "Moon"	**Reading/Writing Workshop:** Purpose; Connections of Ideas **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary	**Vocabulary Words:** *drops, excite, outdoors, pale* **Additional Academic Words:** *sensory words* **Vocabulary Strategy:** Similes	*among, bought, knew, never, once, soon, sorry, talk, touch, upon*	*broad, dunes, plump, swaying, twirling*	**Phonemic Awareness:** Identify Syllables; Phoneme Categorization; Phoneme Blending **Phonics/Spelling Skill:** *r*-controlled vowels */är/ are, air, ear, ere* **Structural Analysis:** *r*-controlled Vowel Syllables	Phrasing	**Writing Trait:** Word Choice: Sensory Words **Grammar Skill:** Contractions **Grammar Mechanics:** Contractions/ Apostrophes **Write About Reading:** Analyze Word Choice and Provide Opinion	**Weekly:** Research nature poems. How are similes used in poems about nature? **Unit Level:** Research Skill: Taking Notes **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Informative/ Explanatory Text Explanatory Writing; Compare/Contrast Writing	Research
Week 1 **Weekly Concept:** Being a Good Citizen **Essential Question:** What do good citizens do?	**Title:** "A Boy Named Martin" **Genre:** Realistic Fiction **Strategy:** Summarize	**Short Text:** *Alaska: A Difficult Decision* **Lexile:** 510L **Genre:** Realistic Fiction **Strategy:** Summarize **Skill:** Point of View	**Strategy:** Summarize **Skill:** Point of View **Main Selection Genre:** Realistic Fiction **Title:** *Grace for President* **Lexile:** 580L **Paired Selection Genre:** Informational Text/Nonfiction Narrative **Title:** "Helping to Make Smiles" **Lexile:** 520L	**Strategy:** Summarize **Skill:** Point of View **Main Selections Genre:** Realistic Fiction **Titles:** A: *Fixing the Playground* O: *The Food Crew* E: *The Food Crew* B: *How Many Greats?* **Paired Selections Genre:** Narrative Nonfiction **Titles:** A: "Hero" O: "A School Feeds Others" E: "A School Feeds Others" B: "Freedom Walk"	**Reading/Writing Workshop:** Organization; Sentence Structure **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary; Prior Knowledge; Connections of Ideas	**Vocabulary Words:** *champion, determined, issues, promises, responsibility, rights, volunteered, votes* **Additional Domain Words:** *electoral, constituents, candidate* **Additional Academic Words:** *quotation marks,* **Vocabulary Strategy:** Suffixes	*answer, been, body, build, head, heard, minutes, myself, pretty, pushed*	*calm, concern, exhausted, offered, treat*	**Phonemic Awareness:** Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending **Phonics/ Spelling Skill:** Diphthongs ou, ow **Structural Analysis:** Irregular Plurals	Intonation	**Writing Trait: Ideas: Descriptive Details** **Grammar Skill:** Pronoun **Grammar Mechanics:** Quotation Marks **Write About Reading:** Analyze Point of View	**Weekly:** How can kids be good citizens at school and in the community?
Week 2 **Weekly Concept:** Cooperation Works! **Essential Question:** How do people get along?	**Title:** ""My First Day" **Genre:** Summarize **Strategy:** Reread	**Short Text:** *Soccer Friends* **Lexile:** 510L **Genre:** Fiction **Strategy:** Summarize **Skill:** Point of View	**Strategy:** Summarize **Skill:** Point of View **Main Selection Genre:** Fiction **Title:** *Once Upon a Baby Brother* **Lexile:** 560L **Paired Selection Genre:** Informational Text/Expository **Title:** "Bully-Free Zone" **Lexile:** 640L	**Strategy:** Summarize **Skill:** Point of View **Main Selections Genre:** Fiction **Titles:** A: *Rainy Day* O: *Thirteen Is a Crowd* E: *Thirteen Is a Crowd* B: *Partners* **Paired Selections Genre:** Informational Text A: "Boys and Girls Club" O: "Big Brothers Big Sisters" E: "Big Brothers Big Sisters" B: "4-H"	**Reading/Writing Workshop:** Genre **Literature Anthology:** What Makes This Text Complex?; Connections of Ideas; Organization; Specific Vocabulary	**Vocabulary Words:** *amused, cooperate, describe, entertained, imagination, interact, patient, peaceful* **Additional Domain Words:** *brainstormed* **Vocabulary Strategy:** Idioms	*brought, busy, else, happy, I'll, laugh, love, maybe, please, several*	*audience, decorate, instructions, pretended, shiver*	**Phonemic Awareness:** Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion **Phonics/ Spelling Skill:** *Diphthongs oy, oi* **Structural Analysis:** Consonant + *le (el, al)* Syllables	Expression	**Writing Trait:** Sentence Fluency: Vary Sentence Length **Grammar Skill:** Pronouns *I* and *Me*, *We* and *Us* **Grammar Mechanics:** Capitalizing the Pronoun *I* **Write About Reading:** Analyze Point of View	**Weekly:** How do people get along in different settings and situations?
Week 3 **Weekly Concept:** Our Heroes **Essential Question:** What do heroes do?	**Title:** "A Hero On and Off Skis" **Genre:** Informational Text/Biography **Strategy:** Summarize	**Short Text:** *César Chávez* **Lexile:** 600L **Genre:** Informational Text/Biography **Strategy:** Summarize **Skill:** Connections Within a Text: Sequence **Text Features:** Bold Print, Subheadings, Timeline	**Strategy:** Summarize **Skill:** Connections Within a Text: Sequence **Main Selection Genre:** Informational Text/Biography **Title:** *Brave Bessie* **Lexile:** 650L **Paired Selection Genre:Fiction/ Legend** **Title:** "The Legend of Kate Shelley" **Lexile:** 640L	**Strategy:** Summarize **Skill:** Connections Within a Text: Sequence **Main Selections Genre:** Biography **Titles:** A: *Rudy Garcia-Tolson* O: *Rudy Garcia-Tolson* E: *Rudy Garcia-Tolson* B: *Rudy Garcia-Tolson* **Paired Selections Genre:** Biography A: "The Unsinkable Molly Brown" O: "The Unsinkable Molly Brown" E: "The Unsinkable Molly Brown"" B: "The Unsinkable Molly Brown"	**Reading/Writing Workshop: Purpose:** Genre **Literature Anthology:** Specific Vocabulary	**Vocabulary Words:** *agree, challenging, discover, heroes, interest, perform, study, succeed*	*air, along, always, draw, during, ever, meant, nothing, story, won't*	*competing, inspired, limited, overcome, refused*	**Phonemic Awareness:** Identify Syllables; Phoneme Categorization; Phoneme Blending **Phonics/ Spelling Skill:** Variant Vowels: */ü/ oo, u, u_e, ew, ue, ui; /ů/ oo, ou, u* **Structural Analysis:** Contractions with *not*	Phrasing	**Writing Trait:** Voice: Organization: Sequence **Grammar Skill:** Possessive Pronouns **Grammar Mechanics:** Capitalization of Proper Nouns **Write About Reading:** Analyze Sequence	**Weekly:** Explore the life of an American hero.

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing **Unit 5: Informative/ Explanatory Text** **Explanatory Writing; Compare/Contrast Writing**	Research
Week 4 **Weekly Concept:** Preserving Our Earth **Essential Question:** How can we protect the Earth?	**Title:** "Clean Water" **Genre:** Folktale/ Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** *The Art Project* **Lexile:** 660L **Genre:** Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Fiction **Title:** *The Woodcutter's Gift* **Lexile:** 690L **Paired Selection Genre:** Informational Text/Expository **Title:** "Earth's Resources" **Lexile:** 600L	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Fiction **Titles:** A: *Let's Carpool* O: *Our Beautiful Tree* E: *Our Beautiful Tree* B: *Family Night Unplugged* **Paired Selections Genre:** Informational Text **Titles:** A: "The Clean Air Campaign" O: "Dirt!" E: "Dirt!" B: "Tips For Saving Power"	**Reading/Writing Workshop:** Specific Vocabulary; Sentence Clues **Literature Anthology:** What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	**Vocabulary Words:** *curious, distance, Earth resources, enormous, gently, proudly, rarely, supply* **Additional Academic Words:** *cause and effect,* **Vocabulary Strategy:** Homophones	*city, father, mother, o'clock, own, questions, read, searching, sure, though*	*hesitated, memorable, pollution, reasons, suggest*	**Phonemic Awareness:** Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition **Phonics/Spelling Skill:** Variant Vowels: */ô/ a, aw, au, augh, al, ough* **Structural Analysis:** Vowel Team Syllables	Intonation	**Writing Trait:** Word Choice: Linking Words **Grammar Skill:** Contraction **Grammar Mechanics:** Contractions/ Possessive Pronouns **Write About Reading:** Analyze Character, Setting, and Plot	**Weekly:** How can recycling different items and materials help protect the earth?
Week 5 **Weekly Concept:** Rights and Rules **Essential Question:** Why are rules important?	**Title:** Town Rules" **Genre:** *Time For Kids* **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** *Visiting the Past* **Lexile:** 610L **Genre:** *Time For Kids* **Strategy:** Make, Confirm, Revise Predictions **Skill:** Connections Within a Text: Cause and Effect **Text Features:** Subheadings, Chart	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Connections Within a Text: Cause and Effect **Main Selection Genre:** *Time For Kids* **Title:** *Setting the Rules* **Lexile:** 610L **Paired Selection Genre:** *Time For Kids* **Title:** "American Symbols" **Lexile:** 650L	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Connections With a Text: Cause and Effect **Main Selection Genre:** Expository Text **Titles:** A: *Government Rules* O: *Government Rules* E: *Government Rules* B: *Government Rules* **Paired Selections Genre:** Expository Text **Titles:** A: "Pool Rules" O: "Pool Rules" E: "Pool Rules" B: "Pool Rules"	**Reading/Writing Workshop:** Specific Vocabulary; Purpose **Literature Anthology:** Purpose of a Text; Specific Vocabulary	**Vocabulary Words:** *exclaimed, finally, form, history, public, rules, united, writers* **Additional Academic Words:** *sensory words* **Vocabulary Strategy:** Similes	*anything, children, everybody, instead, paper, person, voice, whole, woman, words*	*elected, permission, recycle, services, transportation*	**Phonemic Awareness:** Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending **Phonics/Spelling Skill:** Short Vowel Digraphs: */e/ ea; /u/ ou; /i/ y* **Structural Analysis:** Alphabetical Order (two letters)	Pronunciation	**Writing Trait:** Voice: Formal vs. Informal **Grammar Skill:** Pronoun-Verb Agreement **Grammar Mechanics:** Book Titles **Write About Reading:** Analyze Cause and Effect	**Weekly:** Explore the history and significance of an American symbol. **Unit Level:** Research Skill: Review Parts of the Library **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth? What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Informative/ Explanatory Writing Summary; Research Report	Research
Week 1 **Weekly Concept:** Plant Myths and Facts **Essential Question:** What do myths help us understand?	**Title:** "The Bluebell" **Genre:** Fiction/Myth **Strategy:** Reread	**Short Text:** *Alaska: Why Fir Tree Keeps His Leaves* **Lexile:** 560L **Genre:** Myth **Strategy:** Reread **Skill:** Theme	**Strategy:** Reread **Skill:** Theme **Main Selection Genre:** Fiction/Myth **Title:** *The Golden Flower: A Taino Myth from Puerto Rico* **Lexile:** 590L **Paired Selection Genre:** Informational Text/Expository **Title:** "A Pumpkin Plant" **Lexile:** 600L	**Strategy:** Reread **Skill:** Theme **Main Selections** Myth **Titles:** A: *The Apples of Idun* O: *Hercules and the Golden Apples* E: *Hercules and the Golden Apples* B: *Demeter and Persephone* **Paired Selections Genre:** Informational Text **Titles:** A: "Hero" O: "A School Feeds Others" E: "A School Feeds Others" B: "Freedom Walk"	**Reading/Writing Workshop:** Genre **Literature Anthology:** What Makes This Text Complex?; Specific Vocabulary	**Vocabulary Words:** *appeared, crops, develop, edge, golden, rustled, shining, stages* **Additional Domain Words:** *Puerto Rico* **Additional Academic Words:** *adjective,myth,point of view* **Vocabulary Strategy:** Sentence Clues	*door, front, order, probably, remember,someone, tomorrow, what's, worry, yesterday*	*disturb, entire, magnificent, stumbled, trembled*	**Phonemic Awareness:** Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion **Phonics/ Spelling Skill:** Closed Syllables and Open Syllables **Structural Analysis:** Compound Words	Expression	**Writing Trait: Ideas: Organization: Strong Openings** **Grammar Skill:** Adjectives **Grammar Mechanics:** Commas in a Series **Write About Reading:** Analyze Theme	**Weekly:** Research a plant and what it needs to grow.
Week 2 **Weekly Concept:** Team Up to Explore **Essential Question:** Why is teamwork important?	**Title:** "How Does Energy Make Your Hair Stand Up?" **Genre:** Informational Text/Expository **Strategy:** Reread	**Short Text:** *Pedal Powers* **Lexile:** 660L **Genre:** Informational Text/Expository **Strategy:** Reread **Skill:** Author's Purpose **Text Features:** Photos With Captions, Subheadings, Diagram, Labels	**Strategy:** Reread **Skill:** Author's Purpose **Main Selection Genre:** Informational Text/ Expository **Title:** *My Light* **Lexile:** 560L **Paired Selection Genre:** Informational Text/Expository **Title:** "The Power of Water" **Lexile:** 650L	**Strategy:** Reread **Skill:** Author's Purpose **Main Selections Genre:** Informational Text **Titles:** A: *Wind Power* O: *Wind Power* E: *Wind Power* B: *Wind Power* **Paired Selections Genre:** Informational Text A: "A Solar House" O: "A Solar House" E: "A Solar House" B: "A Solar House"	**Reading/Writing Workshop:** Sentence Structure; Specific Vocabulary **Literature Anthology:** What Makes This Text Complex?; Genre; Connections of Ideas; Specific Vocabulary	**Vocabulary Words:** *electricity, energy, flows, haul, power, silent, solar, underground* **Additional Domain Words:** *dam, generators* **Vocabulary Strategy:** Paragraph Clues	*alone, became, beside, our, hello, large, notice, round, suppose,surprised*	*charge, effects, rushes, slight, streak*	**Phonemic Awareness:** Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution **Phonics/ Spelling Skill:** CVCe Syllables **Structural Analysis:** Analyze Author's Purpose	Intonation	**Writing Trait:** Word Choice: Content Words **Grammar Skill:** Articles and T*his, That, These,* and *Those* **Grammar Mechanics:** Names and Titles **Write About Reading:** Analyze Point of View	**Weekly:** How do we use different forms of energy in our everyday lives?
Week 3 **Weekly Concept:** Team Up to Explore **Essential Question:** Why is teamwork important?	**Title: "**Teamwork in Space" **Genre:** Informational Text/Expository **Strategy:** Summarize	**Short Text:** *Dive Teams* **Lexile:** 660L **Genre:** Informational Text/Expository **Strategy:** Summarize **Skill:** Main Idea and Key Details **Text Features:** Photos With Captions, Map, Labels	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text/ Expository **Title:** *Astronaut Handbook* **Lexile:** 790L **Paired Selection Genre:** Informational Text/Narrative Nonfiction **Title:** "Teamwork to the Top" **Lexile:** 720L	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selections Genre:** Informational Text **Titles:** A: *Digging For Sue* O: *Digging For Sue* E: *Digging For Sue* B: *Digging For Sue* **Paired Selections Genre:** Informational Text A: "Ancient Ship Discovered!" O: "Ancient Ship Discovered!" E: "Ancient Ship Discovered!" B: "Ancient Ship Discovered!"	**Reading/Writing Workshop: Purpose:** Prior Knowledge; Connections of Ideas **Literature Anthology:** What Makes This Text Complex?; Sentence Structure; Specific Vocabulary	**Vocabulary Words:** *exploration, important, machines, prepare, repair, result, scientific, teamwork* **Additional Domain Words:** *astronaut, satellites,* **Vocabulary Strategy:** Greek and Latin Roots	*above, brother, follow, listen, month, soft, something,song, who's, wind*	*attach, collect, deliver,experiments, nations*	**Phonemic Awareness:** Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion **Grammar Skill:** Adjectives That Compare **Structural Analysis:** Contractions/ Possessives	Pronunciation	**Writing Trait:** Ideas: Supportive Details **Grammar Skill:** Adjectives That Compare **Grammar Mechanics:** Apostrophes **Write About Reading:** Analyze Text Features	**Weekly:** Research a place you'd like to travel and explore with a team. What jobs will need to be done? What job will each team member have?.

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth? What keeps our world working?	**Read Aloud**	**Reading/ Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**High-Frequency Words**	**Oral Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 6: Informative/ Explanatory Writing Summary; Research Report**	**Research**
Week 4 **Weekly Concept:** Money Matters **Essential Question:** How do we use money?	**Title:** "Keep the Change!" **Genre:** Informational Text/Expository **Strategy:** Summarize	**Short Text:** *The Life of a Dollar Bill* **Lexile:** 660L **Genre:** Informational Text/Expository **Strategy:** Summarize **Skill:** Connections Within a Text: Problem and Solution **Text Features:** Photos With Captions, Graph, Labels, Subheadings	**Strategy:** Summarize **Skill:** Connections Within a Text: Problem and Solution **Main Selection Genre:** Informational Text/ Expository **Title:** *Money Madness* **Lexile:** 780L **Paired Selection Genre:** Fiction/Myth **Title:** "King Midas and the Golden Touch" **Lexile:** 720L	**Strategy:** Summarize **Skill:** Connections Within a Text: Problem and Solution **Main Selection Genre:** Informational Text **Titles:** A: *How to Be a Smart Shopper* O: *How to Be a Smart Shopper* E: *How to Be a Smart Shopper* B: *How to Be a Smart Shopper* **Paired Selections Genre:** Myth **Titles:** A: "The Golden Fleece" O: "The Golden Fleece" E: "The Golden Fleece" B: "The Golden Fleece"	**Reading/Writing Workshop:** Organization; Genre **Literature Anthology:** Organization; Specific Vocabulary; Genre	**Vocabulary Words:** *invented, money, prices, purchase, record, system, value, wort* **Additional Domain Words:** *credit cards* **Vocabulary Strategy:** Paragraph Clues	*against, anymore, complete,enough, river, rough, sometimes, stranger, terrible, window*	*charity, image, popular, portrait, symbol*	**Phonemic Awareness:** Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal **Phonics/Spelling Skill:** Vowel Team Syllables **Structural Analysis:** Comparative Endings: *-er, -est* (with spelling changes)	Intonation	**Writing Trait:** Organization: Strong Conclusions **Grammar Skill:** Adverbs and Prepositional Phrases **Grammar Mechanics:** Capitalization **Write About Reading:** Analyze Text Connections	**Weekly:** Where does money come from and where does it go?
Week 5 **Weekly Concept:** The World of Ideas **Essential Question:** Where can your imagination take you?	**Title: "**Give Me a Brown Box," "Music Sends Me" **Genre:** Poetry **Strategy:** Summarize	**Short Text:** "A Box of Crayons," "What Story is This?," "The Ticket" **Lexile:** NP **Genre:** Poetry **Strategy:** Summarize **Skill:** Point of Viewt **Text Features:** Rhyme	**Strategy:** Summarize **Skill:** Point of View **Main Selection Genre:** Poetry **Title:** "Books to the Ceiling," "I've Got This Covered," "Eating While Reading" **Lexile:** NP **Paired Selection Genre:** Poetry **Title:** "Clay Play," "Crayons **Lexile:** NP	**Strategy:** Summarize **Skill:** Point of View **Main Selection Genre:** Fiction **Titles:** A: *Matt's Journey* O: *A Fantastic Day!* E: *A Fantastic Day!* B: *A Day in Ancient Rome* **Paired Selections Genre:** Poem **Titles:** A: "Autumn Leaves," "The Orchestra" O: "A Butterfly Life," "Circus Day" E: "Pablo and I,""My Tiny Friend" B: "Lost and Found," "My Magic Car"	**Reading/Writing Workshop:** Purpose; Lack of Prior Knowledge **Literature Anthology:** What Makes This Text Complex?	**Vocabulary Words:** *create, dazzling, imagination, seconds* **Additional Academic Words:** *blend,* **Vocabulary Strategy:** Metaphors	*afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever*	*flash, igloo, moat, orchestra, snore*	**Phonemic Awareness:** Phoneme Addition; Phoneme Substitution; Phoneme Segmentation **Phonics/Spelling Skill:** *r*-controlled Vowel Syllables **Structural Analysis:** Three (or more) Syllable Words	Expression	**Writing Trait:** Word Choice: Strong Words **Grammar Skill:** Adjectives and Adverbs **Grammar Mechanics:** Sentence Punctuation **Write About Reading:** Analyze Point of View	**Weekly:** Explore poetry and a poet's use of imagery. **Unit Level:** Research Skill: Visual Displays and Multimedia Presentations **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Kindergarten
Math in Focus

Chapter 1—Numbers to 5				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 All About 1 and 2	• Count groups of 1 and 2 • Write the numerals 1 and 2	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 2 Finding Matches	• Match and sort • Look for sameness • Understand not the same	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 3 Not the same but Different All About 3	• Understand different • Sort using a single attribute • Count groups of 3	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5 CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 4 Why is this Different? All About 4	• Understand differences • Count groups of 4 • Write the numeral 4	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5 CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 5 All About 5	• Count groups of 5 • Write the numeral 5	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 6 Spotting Small Differences	• Spot differences between two pictures • Make subtle differences in two pictures	CC.K.CC.3	CC.2.1.K.A.1	Mastery Provide adequate time for Mastery

Chapter 2—Numbers to 10				
Lesson	Objective	Standards		Mastery/Exposure
Lesson 1 All About 6	• Count form 1 to 6 • Read and write the numerals 1 to 6	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 2 All About 7	• Count from 1 to 7 • Read and write the numerals 1 to 7	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 3 All About 8	• Pair number names with numerals • Count from 1 to 8 • Read and write the numerals 1 to 8	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 4 Numbers 0 to 9	• Pair number names with numerals • Introduce the concepts of 0	CC.K.CC.2 CC.K.CC.4a	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate

	• Use 0 to 9 to tell the number of objects • Read and write the numerals 1 to 9	CC.K.CC.4b CC.K.CC.4c CC.K.CC.5 CC.K.CC.6 CC.K.CC.7	CC.2.1.K.A.3	time for Mastery
Lesson 5 Pairing Sets with Numbers	• Pair up sets of objects with other sets of the same quantity • Introduce one more, one less, and the same number	CC.K.CC.3 CC.K.CC.4b CC.K.CC.6	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 6 Pairing One-to-One	• Pair up sets of objects one-to-one with other sets of the same quantity	CC.K.CC.3 DD.K.CC.4a CC.K.CC.4b CC.K.CC.6	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery

Chapter 3-Order by Size, Length, or Weight				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Ordering Things by Size	• Pair up set of objects • Order objects by size	CC.K.MD.1 CC.K.MD.2 CC.K.MD.3	CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery
Lesson 2 Comparing Sizes	• Use comparing words • Pair up sets of objects	CC.K.MD.1 CC.K.MD.2	CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery
Lesson 3 Ordering Things by Length	• Order objects according to length	CC.K.MD.1 CC.K.MD.2	CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery
Lesson 4 Ordering Things by Weight	• Order objects according to weight	CC.K.MD.1 CC.K.MD.2	CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery

Chapter 4-Counting and Numbers 0 to 10				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Composing and Decomposing 5	• Composing numbers through 5 • Decomposing number through 5	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.OA.1 CC.K.OA.3	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Counting and Ordering up to 10	• Review counting and on-to-one correspondence • Pair number names with numerals • Order number 0 to 10 • Understand the concept of one more	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

		CC.K.OA.1		
Lesson 3 Using Your Fingers and Toes to Count On	• Know that fingers can represent a set of objects up to 5 • Know that fingers and toes can represent a set of objects up to 20 • Determine one more	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 4 Same Number and More	• Understand and show the meaning of same and more • Know how many more	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 5 Fewer Than	• Review one more • Understand and show the meaning of less	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 6 How Many in All?	• Use more and less to compare number values.	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery

Chapter 5-Size and Position				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Big and Small Things	• Review size comparisons using big and small • Understand the concept of same-sized objects	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4b CC.K.CC.5 CC.K.OA.1 CC.K.MD.1 CC.K.MD.2 CC.K.MD.3	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1 CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery
Lesson 2 Does It Fit?	• Explore the idea that only a few big objects fit into small spaces and many small objects fit into big spaces	CC.K.MD.1 CC.K.MD.2 CC.K.MD.3	CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery
Lesson 3 Positions	• Identify positions of objects in space. • Use appropriate positional language to describe and compare	CC.K.G.1	CC.2.3.K.A.1	Mastery Provide adequate time for Mastery
Lesson 4 Before and After	• Use language such as before and after to describe relative position in a			Mastery Provide adequate

	sequence of events			time for Mastery

Chapter 6-numbers 0 to 20				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 All About 10	• Review numbers 0 to 9 • Count to 10 • Read and write the numeral 10 • Rote count to 20	CC.K.CC.1 CC.K.CC.2 CC.K.CC.4a CC.K.CC.4b CC.K.OA.1 CC.K.OA.4	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Numbers 10 to 12	• Count from 10 to 12 • Read and write the numerals 10 to 12	CC.K.CC.1 CC.K.CC.2 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 3 Numbers 13 to 16	• Count from 13 to 16 • Read and write the numerals 13 to 16	CC.K.CC.1 CC.K.CC.2 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 4 Numbers 17 to 20	• Count form 17 to 20 • Read and write the numerals 17 to 20	CC.K.CC.1 CC.K.CC.2 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 5 Compare and Order	• Compare groups of up to 20 objects • Order groups of up to 20 objects	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5 CC.K.CC.6 CC.K.CC.7	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery

Chapter 7-Solid and Flat Shapes				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Solid Shapes	• Recognize basic solid shapes • Understand that some shapes have flat faces, edges, and corners some do not.	CC.K.G.2 CC.K.G.4 CC.K.G.6	CC.2.3.K.A.1 CC.2.3.K.A.2	Mastery Provide adequate time for Mastery
Lesson 2 Flat Shapes in Solid Shapes	• Describe basic solid and flat shapes • Name basic flat shapes • Recognize the relationship between solid shapes an flat shapes	CC.K.G.3 CC.K.G.5	CC.2.3.K.A.1 CC.2.3.K.A.2	Mastery Provide adequate time for Mastery
Lesson 3 Flat Shapes	• Draw flat shapes • Revisit big and small	CC.K.G.2 CC.K.G.4	CC.2.3.K.A.1 CC.2.3.K.A.2	Mastery Provide adequate

		CC.K.G.5		time for Mastery
Lesson 4 Flat Shape Pictures	• Identify basic flat shapes within a scene • Make a picture using basic flat shapes	CC.K.G.2 CC.K.G.4 CC.K.G.6	CC.2.3.K.A.1 CC.2.3.K.A.2	Mastery Provide adequate time for Mastery
Lesson 5 Shape Patterns	• Identify and extend a shape pattern	CC.K.G.2 CC.K.G.4	CC.2.3.K.A.1 CC.2.3.K.A.2	Exposure Skill must be addressed but not mastered

Chapter 8-Numbers to 100				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Counting by 2s	• Recognize and use pairs for counting • Count by 2s • Use the counting by 2s sequence to count up to 20 objects	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Exposure Skill must be addressed but not mastered
Lesson 2 Counting by 5s	• Count by 5s up to 20 • Keep count of numbers using tallies	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Exposure Skill must be addressed but not mastered
Lesson 3 Counting by 10s to 100	• Counting to 100 • Counting by 10s	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 4 Numbers 20 to 49	• Counting to 49 • Counting from any given number to 49	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 5 Numbers 50 to 79	• Counting to 79 • Counting from any given number to 79	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 6 Numbers 80 to 100	• Counting to 100 • Counting from any given number to 100	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 7 Numbers 1 to 100	• Counting to 100 • Sequencing numbers from 1 to 100	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery-for counting to 100 Exposure for Sequencing

Chapter 9-Comparing Sets				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Comparing Sets of Up to 10	• Compare sets of up to 10 objects • Understand fewer and less • Understand more • Recognize and understand number	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4a CC.K.CC.6	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery

	trains			
Lesson 2 Comparing Sets of 11 to 20	• Compare sets of up to 20 objects	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 3 Comparing Sets to Find the Difference	• Understand most and fewest • Count the difference through comparing sets in one-to-one correspondence	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.6	CC.2.1.K.A.1 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 4 Combining Sets	• Count on • Add using number trains • Count on using fingers	CC.K.CC.1 CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.OA.1 CC.K.OA.2 CC.K.OA 5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

Chapter 10-Ordinal Numbers				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Sequencing Events	• Sequence events • Understand first, next, and last to sequence events • Understand first, second, third, and last to sequence events		CC.2.1.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Physical Position	• Understand, first, second, and third in terms of physical position • Understand before and after in terms of physical position			Exposure Skill must be addressed but not mastered
Lesson 3 Showing Your Preferences	• Rank preferences using first, second, and third • Make picture graphs based on preferences			Exposure Skill must be addressed but not mastered

Chapter 11-Calendar Patterns				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Days of the Week	• Know the days of the week and how many there are • Understand today, tomorrow, and yesterday • Understand how to read a weekly calendar • Review before, after, and between • Order the days of the week	CC.K.MD.2	CC.2.4.K.A.1	Exposure but important—Math board
Lesson 2 Months of the Year	• Know the months of the year and how many there are • Order the months of the year	CC.K.MD.2 CC.K.MD.3	CC.2.4.K.A.1 CC.2.4.K.A.4	Exposure Skill must be addressed but not

	• Review before, after and between • Make and interpret pictographs			mastered

Chapter 12-Counting On and Counting Back				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Counting on to 10	• Revisit associating fingers with numbers • Revisit ordering numbers to 10 • Revisit comparing using one-to-one correspondence	CC.K.CC.2 CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.4c CC.K.CC.5 CC.K.OA.1 CC.K.OA.3 CC.K.OA.4	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Very Important
Lesson 2 Counting Back Using Fingers	• Count back using fingers • Count back using other representations	CC.K.CC.4a CC.K.CC.4b CC.K.OA.1 CC.K.OA.3 CC.K.OA.4	CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery
Lesson 3 Finding Differences Using Fingers	• Revisit more an fewer • Count up and back to find the difference between two sets	CC.K.CC.1 CC.K.CC.4a CC.K.CC.4b CC.K.CC.6 CC.K.OA.1	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

Chapter 13-Patterns				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Repeating Patterns	• Recognize, extend, and create a repeating pattern • Identify a missing portion of a repeating pattern • Create ABABAB, AABAAB, ABBABB, and ABCABC repeating patterns	CC.K.G.2	CC.2.3.K.A.1	Exposure Skill must be addressed but not mastered

Chapter 14-Number Facts				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Number Facts to 10	• Review composing and decomposing number through 5 • Compose numbers through 10 • Decompose number through 10	CC.K.CC.2 CC.K.CC.4b CC.K.CC.4c CC.K.CC.6 CC.K.OA.1 CC.K.OA.3 CC.K.OA.4	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.2.K.A.1	Mastery Use 10 frame cards to compose and decompose

Lesson 2 Combining Sets	• Combine sets to make 5, 6, 7, 8, 9, and 10	CC.K.CC.2 CC.K.CC.4b CC.K.CC.4c CC.K.CC.6 CC.K.OA.1 CC.K.OA.3 CC.K.OA.4	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery
Lesson 3 Composing and Decomposing Numbers to 20	• Composing numbers to 20 with five-frames and ten-frames • Decomposing number to 20 with five-frames and ten-frames	CC.K.NBT.1	CC.2.1.K.B.1	Mastery Provide adequate time for Mastery
Lesson 4 Counting On	• Count on using a number line • Count on to find the difference • Combine two sets to find how many more for sums through 15	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.4c CC.K.CC.6 CC.K.OA.1 CC.K.NBT.1	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.1.K.B.1 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

Chapter 15-Length and Height				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Comparing Lengths	• Review long • Review short • Review longer, longest, shorter, and shortest • Compare lengths	CC.K.MD.1 CC.K.MD.2	CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Comparing Lengths Using Nonstandard Units	• Use nonstandard units to measure and compare lengths • Understand that more units are needed to measure a longer object than a shorter object • Find differences in lengths using nonstandard units	CC.K.CC.1 CC.K.CC.3 CC.KCC.4a CC.K.CC.4b CC.K.CC.4c CC.K.OA.1 CC.K.OA.2 CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 3 Comparing Heights Using Nonstandard Units	• Understand tallest and shortest in terms of height • Use nonstandard units to measure and compare heights • Understand that more units are needed to measure a taller object than a shorter object	CC.K.CC.1 CC.K.CC.3 CC.KCC.4a CC.K.CC.4b CC.K.CC.4c CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery

Chapter 16-Clasifying and Sorting				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1	• Classify objects using one attribute	CC.K.MD.1	CC.2.3.K.A.1	Mastery

Classifying Tings by One Attribute	(color, size, shape, special features) • Identify objects that do not belong to a set	CC.K.MD.2 CC.K.G.2	CC.2.4.K.A.1	Provide adequate time for Mastery
Lesson 2 Classifying and Sorting Things by Two Attributes	• Classify objects according to two attributes • Classify objects according to three attributes • Sort objects by one or two attributes	CC.K.MD.1 CC.K.MD.2 CC.K.MD.3 CC.K.G.2	CC.2.3.K.A.1 CC.2.4.K.A.1 CC.2.4.K.A.4	Mastery Provide adequate time for Mastery

Chapter 17-Addition Stories				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Writing Addition Sentences and Representing Addition Stories	• Understand addition as the joining of two sets • Understand symbols + and =, and number sentences • Use symbols and numerals to write number sentences • Represent addition stories with addition sentences	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4 CC.K.OA.1 CC.K.OA.2 CC.K.OA.3	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Addition Facts to 5	• Fluency with addition facts to 5	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4 CC.K.OA.1 CC.K.OA.2 CC.K.OA.3 CC.K.OA.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

Chapter 18-Subtraction Stories				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Writing Subtraction Sentences and Representing Subtraction Stories	• Understand simple subtraction • Understand the minus symbol • Use symbols and numerals to write number sentences • Represent subtraction stories with subtraction sentences	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4 CC.K.OA.1 CC.K.OA.2 CC.K.OA.3	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Comparing Sets	• Review how many more • Compare two sets and show the number sentence to answer how many more	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4 CC.K.CC.6 CC.K.OA.1 CC.K.OA.2 CC.K.OA.3	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

Lesson 3 Subtraction Facts to 5	• Fluency with subtraction facts to 5	CC.K.CC.1 CC.K.CC.3 CC.K.CC.4 CC.K.OA.1 CC.K.OA.2 CC.K.OA.3 CC.K.OA.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Mastery Provide adequate time for Mastery

Chapter 19-Measurement				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 Comparing Weights using Nonstandard Units	• Review heavy, heavier, light, and lighter • Compare weights using nonstandard units	CC.K.CC.3 CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 2 Comparing Capacities	• Compare containers according to capacity • Use the terms, holds more, holds less, and holds the same amount	CC.K.MD.1 CC.K.MD.2	CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 3 Comparing Events in Time	• Compare events according to duration	CC.K.MD.2	CC.2.4.K.A.1	Mastery Provide adequate time for Mastery

Chapter 20-Money				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson Coin Values	• Recognize penny, nickel, dime, and quarter • Know the value of a penny, nickel, dime, and quarter			Exposure Skill must be addressed but not mastered
Lesson 2 Counting coins	• Add coins up to 10 cents • Use one cent coins to buy up to three objects • Recognize different combinations of coins that make up ten cents	CC.K.CC.2 CC.K.CC.4 CC.K.C.5 Cc.K.OA.1 CC.K.OA.2 CC.K.OA.3	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.2.K.A.1	Exposure Skill must be addressed but not mastered

APPENDIX F

Unit Samples

Daily Overview – Unit 1 Week 1 - Kindergarten

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Introduce the Concept Oral Vocabulary Words – friend, problem	Build the Concept Oral Vocabulary Words: Review friend and problem Category Words: Feeling words	Build the Concept Oral Vocabulary Words: grasped, escape, rescue	Extend the Concept Review Oral Vocabulary – friend, problem, grasped, rescue, escape Category Words: Feeling Words	Integrate Ideas Text to Text Text to Self Text to World
Listening Comprehension	Read the Literature Big Book: What About Bear? Concepts of Print Genre: Fantasy Ask and Answer Questions	Reread Literature Big Book: What About Bear? Ask and Answer Questions Skill: Key Details Guided Retelling	Read the Interactive Read Aloud: The Lion and the Mouse Genre: Fable Ask and Answer Questions	Read: How to Be a Friend Ask and Answer Questions	
Word Work Phonemic Awareness	Phoneme Isolation	Phoneme Identity	Phoneme Isolation	Phoneme Blending	Phoneme Blending
Phonics	Introduce /m/	Review /m/	Review /m/ Picture Sort with /m/	Picture Sort with /m/	Sort Pictures with /m/
Dictation				Response Boards /m/	Response Boards /m/
Handwriting	Mm	Mm	Mm	Mm	Mm
HFW	the	can I the	can I the	the can	the I can
Shared Read		Read: I Can Model Skills and Strategies: Book Handling, Concepts of Print, Predict		Read: Can I? Model Skills and Strategies: Book handling, Concepts about print, Predict	
Language Arts Writing	Shared Writing Writing Trait: Ideas Write Personal Narrative	Interactive Writing Writing Trait: Ideas Write Personal Narrative	Independent Writing Writing Trait: Ideas Write Personal Narrative	Independent Writing Write a Personal Narrative	Independent Writing Write a Personal Narrative
Grammar	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)

Unit 1 Week 1: Make New Friends

ORAL LANGUAGE

Essential Question

How can we get along with new friends?

Oral Vocabulary Words

friend, problem, escape, grasped, rescue

Category words: feeling words

WORD WORK

Phonics: m /m/

Handwriting: Mm

High-Frequency Words:

the

GRAMMAR

Nouns

COMPREHENSION

Genre

Fantasy

Strategy

Ask and answer questions

Skill

Key Details

WRITING

Trait: Ideas

Share Details

Personal Narrative

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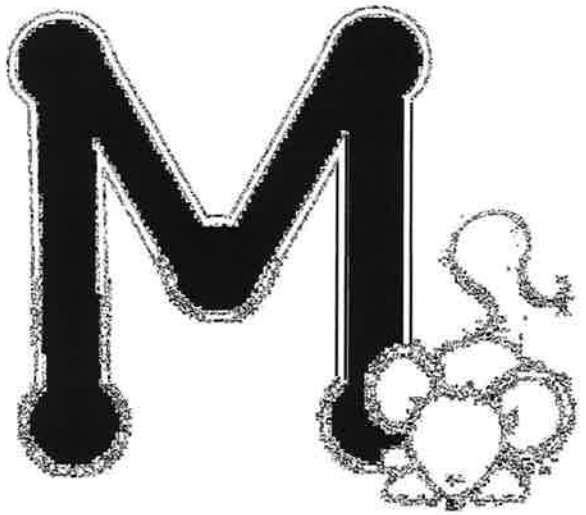
Name



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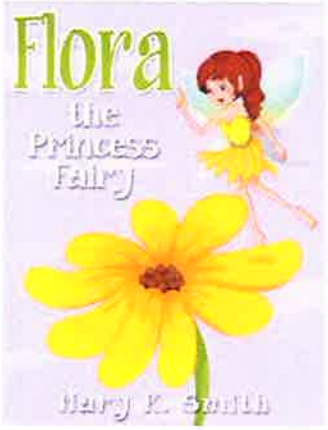
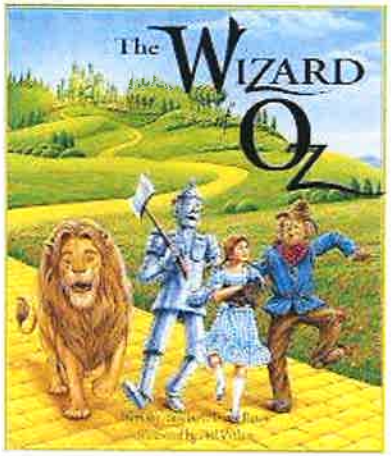
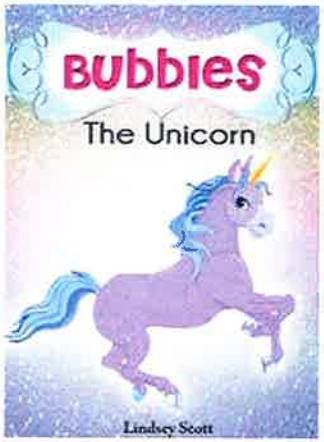
Fantasy

A story of events that could never happen in real life. It may have animals that talk or magical creatures.







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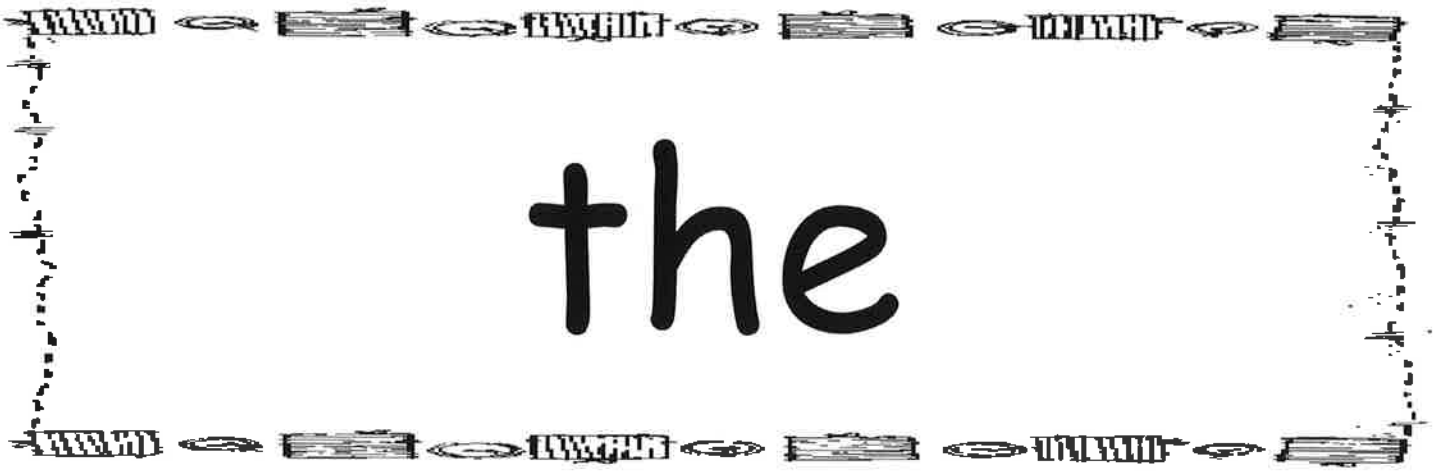
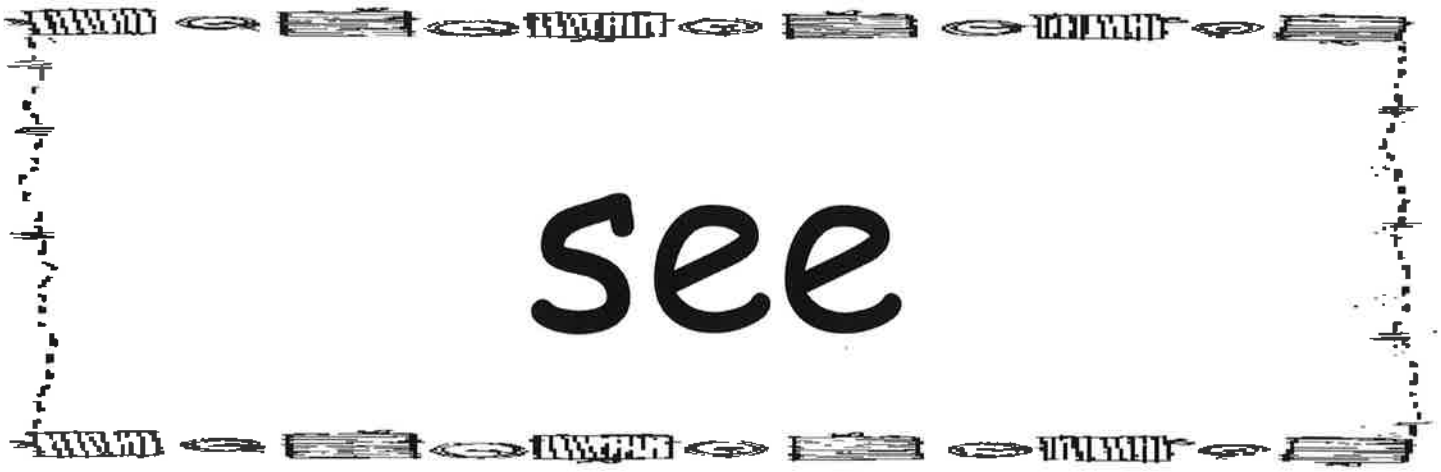
Unit One: High Frequency Words

the we see





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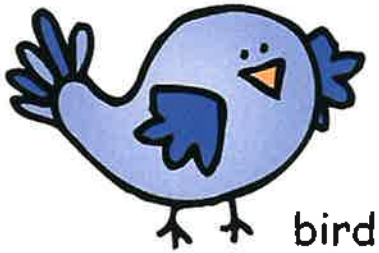
Noun

A person, place, animal, or thing

boy



bird

home

ball

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Daily Overview – Unit 1 Week 2 - Kindergarten

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Introduce The Concept Oral Vocabulary Words – adventure, movement	Build the Concept Oral Vocabulary Words: Review adventure and movement Category Words: Family words	Build the Concept Oral Vocabulary Words: exhausted, exciting, arrived	Extend the Concept Review Oral Vocabulary – adventure, movement, exhausted, exciting, arrived Category Words: Family Words	Integrate Ideas Text to Text Text to Self Text to World
Listening Comprehension	Read the Literature Big Book: Pouch! Concepts of Print Genre: Fantasy Ask and Answer Questions	Reread Literature Big Book: Pouch! Ask and Answer Questions Skill: Key Details Guided Retelling	Read the Interactive Read Aloud: The Tortoise and the Hare Genre: Fable Ask and Answer Questions	Read: Baby Animals on the Move Genre: Informational Text Ask and Answer Questions Text Feature: labels	
Word Work Phonemic Awareness	Phoneme Isolation	Phoneme Blending	Phoneme Isolation	Phoneme Blending	Phoneme Identity
Phonics	Introduce /a/	Review short /a/	Review short /a/ Identify Words with a	Blend words with short a and m	Read words with short a and m
Dictation				Spell am	Spell: am
Handwriting	Aa	Aa	Aa	Aa	Aa
HFW	can, we	can, I, we, the	the, we	we,can	we, the, I, can
Shared Read		Read: I Can Model Skills and Strategies: Book Handling, Concepts of Print, Predict		Read: I Can, We Can Model Skills and Strategies: Book handling, Concepts about print, Predict	
Language Arts Writing	Shared Writing Writing Trait: Ideas Write an Opinion	Interactive Writing Writing Trait: Ideas Write an Opinion	Independent Writing Writing Trait: Ideas Write an Opinion	Independent Writing Writing an Opinion	Independent Writing Write an Opnion
Grammar	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)

Daily Overview – Unit 1 Week 3 – Kindergarten

Unit 1 Week 2: Get Up and Go!

ORAL LANGUAGE

Essential Question
How do baby animals move?

Oral Vocabulary Words
adventure, movement, arrived, exciting, exhausted

Category words: Family Words

WORD WORK

Phonics: short a

Handwriting: Aa

High-Frequency Words:
we

GRAMMAR

Nouns

COMPREHENSION

Genre
Fantasy

Strategy
Ask and Answer Questions

Skill
Key Details

WRITING

Trait: Ideas

Share Feelings

Opinions about a Topic

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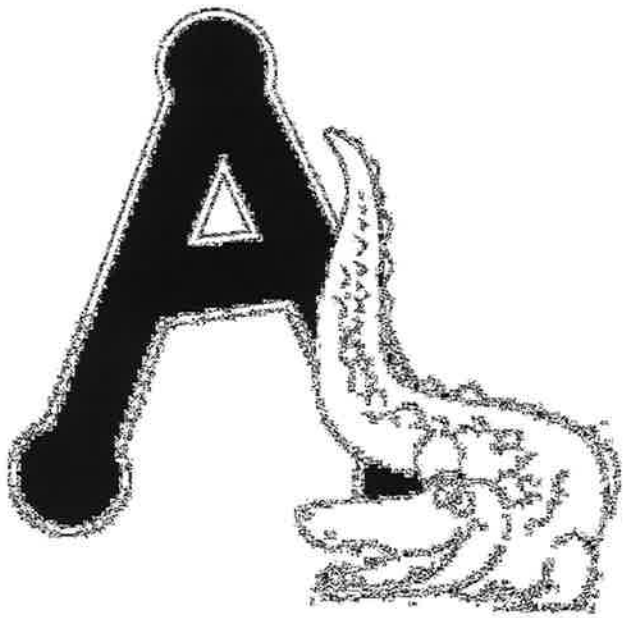
Name



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	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Introduce The Concept Oral Vocabulary Words – senses, explore	Build the Concept Oral Vocabulary Words: Review senses, explore Category Words: Sensory Words	Build the Concept Oral Vocabulary Words: feast, kneads, finished	Extend the Concept Review Oral Vocabulary –senses, explore, feast, kneads, finished Category Words: Sensory Words	Integrate Ideas Text to Text Text to Self Text to World
Listening Comprehension	Read the Literature Big Book: Senses at the Seashore Concepts of Print Genre: Informational Text Ask and Answer Questions	Reread Literature Big Book: Senses at the Seashore Ask and Answer Questions Skill: Key Details Guided Retelling	Read the Interactive Read Aloud: A Feast of the Senses Genre: Informational Text Ask and Answer Questions	Read: Poetry Genre: Informational Text Ask and Answer Questions Literary Element: Sensory Words	
Word Work Phonemic Awareness	Phoneme Isolation	Phoneme Blending	Phoneme Categorization	Phoneme Blending	Phoneme Categorization
Phonics	Introduce /s/	Review /s/ Blend words with /s/	Review /s/ Identify Words with s Picture Sort	Blend words with s, m, and short a	Read words with s, m, and short a
Dictation				Spell am and Sam	Spell: am, Sam
Handwriting	Ss	Ss	Ss	Ss	Ss
HFW	I, see, the, we	I, see, can, we, the	the, we, can, see	I, see, the, we,can	see, we, the, I, can
Shared Read		Read: Sam Can See Model Skills and Strategies: Book Handling, Concepts of Print, Predict		Read: I can See Model Skills and Strategies: Book handling, Concepts about print, Predict	
Language Arts Writing	Shared Writing Writing Trait: Ideas Make a Picture Web	Interactive Writing Writing Trait: Ideas Make a Picture Web	Independent Writing Writing Trait: Ideas Make a Picture Web	Independent Writing Writing Trait: Ideas	Independent Writing Make a Picture Web
Grammar	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)	Naming Words (nouns)

Unit 1 Week 3: Use Your Senses

ORAL LANGUAGE

Essential Question

How can your senses help you learn?

Oral Vocabulary Words

Explore, senses, feast, finished, kneads

Category words: Sensory Words

WORD WORK

Phonics: s /s/

Handwriting: Ss

High-Frequency Words:

see

GRAMMAR

Nouns

COMPREHENSION

Genre

Informational Text

Strategy

Ask and answer questions

Skill

Key Details

WRITING

Trait: Ideas

Make Observations

Explanatory Picture Web

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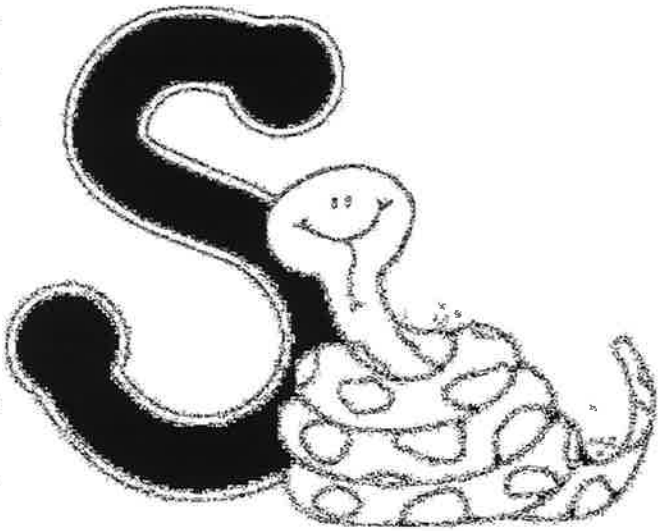
Name



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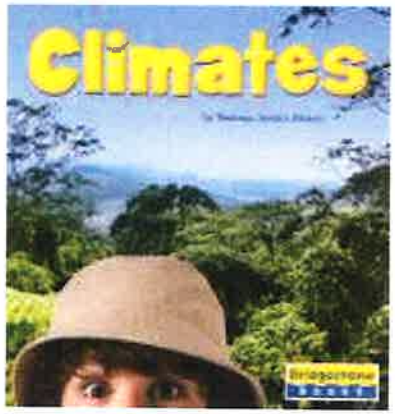
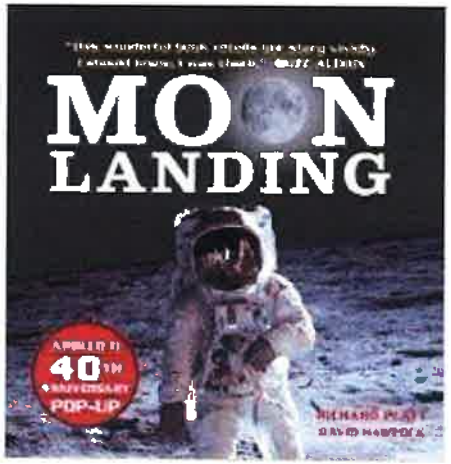
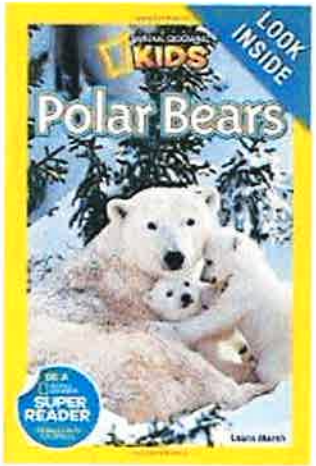
Informational Text

Texts that give real facts and information about real people, places, things, or events.







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Kindergarten

Math in Focus

Chapter 1—Numbers to 5				
Lesson	Objective	Common Core	PA Core	Mastery/Exposure
Lesson 1 All About 1 and 2	• Count groups of 1 and 2 • Write the numerals 1 and 2	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 2 Finding Matches	• Match and sort • Look for sameness • Understand not the same	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3	Mastery Provide adequate time for Mastery
Lesson 3 Not the same but Different All About 3	• Understand different • Sort using a single attribute • Count groups of 3	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5 CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 4 Why is this Different? All About 4	• Understand differences • Count groups of 4 • Write the numeral 4	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5 CC.K.MD.1 CC.K.MD.2	CC.2.1.K.A.1 CC.2.1.K.A.2 CC.2.1.K.A.3 CC.2.4.K.A.1	Mastery Provide adequate time for Mastery
Lesson 5 All About 5	• Count groups of 5 • Write the numeral 5	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 6 Spotting Small Differences	• Spot differences between two pictures • Make subtle differences in two pictures	CC.K.CC.3	CC.2.1.K.A.1	Mastery Provide adequate time for Mastery

Chapter 2—Numbers to 10				
Lesson	Objective	Standards		Mastery/Exposure
Lesson 1 All About 6	• Count form 1 to 6 • Read and write the numerals 1 to 6	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 2 All About 7	• Count from 1 to 7 • Read and write the numerals 1 to 7	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 3 All About 8	• Pair number names with numerals • Count from 1 to 8 • Read and write the numerals 1 to 8	CC.K.CC.3 CC.K.CC.4a CC.K.CC.4b CC.K.CC.5	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate time for Mastery
Lesson 4 Numbers 0 to 9	• Pair number names with numerals • Introduce the concepts of 0	CC.K.CC.2 CC.K.CC.4a	CC.2.1.K.A.1 CC.2.1.K.A.2	Mastery Provide adequate

Math in Focus

SCHOOL to HOME Connections

Chapter 1 Numbers to 5

Dear Family,

In this chapter, your child will study numbers to 5, and learn to tell the similarities and differences between objects.
Some of the skills your child will practice are:

- understanding the concept of numbers
- describing how objects are the same, and how they are different

Vocabulary to Practice

1 ●

2 ● ●

3 ● ● ●

4 ● ● ● ●

5 ● ● ● ● ●

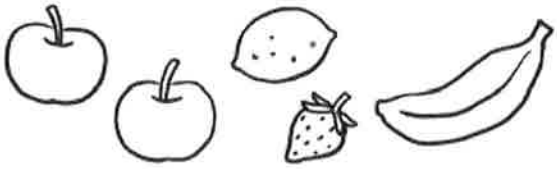
Objects are the **same** when they have common properties.

Objects are **different** when they have no common properties.

Activity My Fruit Bowl

Finding similarities and differences in a set of objects is a skill that your child will use to classify and sort objects later in this program. Encourage your child to use color and size vocabulary when identifying if objects are the same or different.

You will need 2 apples, a lemon, a strawberry, a banana, and a bowl.



- Pick 2 fruits and have your child say what is the same and what is different about them.
- Place 3 fruits into the bowl and ask your child to count them. Vary the number of fruits. Alternatively, ask your child to place 3 fruits into the bowl. Vary the number.

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Math in Focus

Conexiones entre ESCUELA Y CASA

Capítulo 1 Números hasta 5

Estimada familia:

En este capítulo, su hijo estudiará los números hasta 5 y aprenderá a observar las similitudes y diferencias entre objetos. Algunas de las destrezas que practicará su hijo son:

- entender el concepto de los números
- describir en que se parecen y en que se diferencian los objetos

Vocabulario para practicar

1 ●

2 ● ●

3 ● ● ●

4 ● ● ● ●

5 ● ● ● ● ●

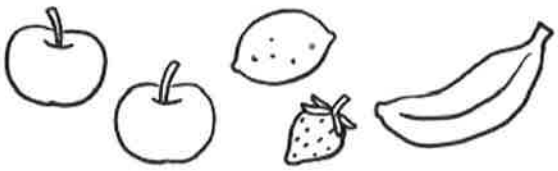
Los objetos son **iguales** (same) cuando tienen propiedades comunes.

Los objetos son **diferentes** (different) cuando no tienen propiedades comunes.

Actividad Mi fuente de frutas

Encontrar similitudes y diferencias en un conjunto de objetos es una destreza que su hijo utilizará para clasificar objetos más adelante en este programa. Anime a su hijo a que utilice vocabulario de color y tamaño al indicar si los objetos son iguales o diferentes.

Necesitará 2 manzanas, un limón, una fresa, un plátano y una fuente.



- Elija 2 frutas y pida a su hijo que diga en qué se asemejan y en qué se diferencian.
- Coloque 3 frutas en la fuente y pida a su hijo que las cuente. Varíe el número de frutas. Como alternativa, pida a su hijo que coloque 3 frutas en la fuente. Varíe el número.

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Math in Focus- Kindergarten

CHAPTER 1

Chapter 1- Numbers to 5
Lesson 1 (Day 1): All About 1 and 2

Vocabulary: one, two
Investigate: Introduce numbers 1 and 2
Big Book p 2-3

Discover: Make a connection between number of objects and number names 1 and 2
Student Book A p2-3

Standards: CC.K.CC.3, CC.K.CC4a, CC.K.CC4b, CC.K.CC5, CC.K-12.MP.2,4,5,6

Chapter 1- Numbers to 5
Lesson 1 (Day 2): All About 1 and 2

Vocabulary: one, two
Explore: Extend the concept of 1 and 2 to everyday objects

Apply: Apply the concept of counting 1 and 2 objects
Student Book A p4-5
Standards: CC.K.CC.3, CC.K.CC4a, CC.K.CC4b, CC.K.CC5, CC.K-12.MP.2,4,5,6

Chapter 1- Numbers to 5
Lesson 2 (Day 1): Finding Matches

Vocabulary: same, not the same

Investigate: Introduce the concept of sameness.
Big Book A, p2-3

Discover: Make a connection between objects and how they are the same; make a connection between objects and how they are not the same.
Materials: Counters, 4 per group and 4 for teacher (2 red, 2 blue), connecting cubes 4 per group and 4 for teacher (2 red, 2 blue), connecting cubes 4 per child and 4 for teacher (2 yellow, 2 green)

Standards: CC.K.CC3, CC.K.CC4a, CC.K.CC4b, CC.K.CC5, CC.K-12MP2,5

Chapter 1- Numbers to 5
Lesson 2 (Day 2): Finding Matches

Vocabulary: same, not the same

Explore: Extend the concept of same.
Student Book A, Part 1, Workmat 1
Materials: Attribute blocks, 2 pairs of identical blocks per pair, counters 4 per pair (2 blue, 2 yellow)

Apply: Apply the concept of same and not the same; Apply the concept of 2.
Student book A p6-9
Materials: colored pencils

Standards: CC.K.CC3, CC.K.CC4a, CC.K.CC4b, CC.K.CC5, CC.K-12MP2,5

Chapter 1- Numbers to 5
Lesson 2 (Day 3): Finding Matches

Vocabulary: same, not the same

Apply: Apply the concept of same and not the same; Apply the concept of 2.
Student book A p6-9
Materials: colored pencils

Standards: CC.K.CC3, CC.K.CC4a, CC.K.CC4b, CC.K.CC5, CC.K-12MP2,5

Chapter 1- Numbers to 5
Lesson 3 (Day 1): Not the Same by Different: All About 3

Vocabulary: different, three, blue, green, red, big, small

Investigate: Introduce the number 3; Introduce the concept of different.
Big Book A p4

Standards: CC.K.CC3, CC.K.CC4a, CC.K.CC4b, CC.K.CC4c, CC.K.CC5, CC.K.MD1, CC.K.MD2, CC.K-12MP2,4,5,7

Chapter 1- Numbers to 5
Lesson 3 (Day 2): Not the Same by Different: All About 3

Vocabulary: different, three, blue, green, red, big, small

Discover: Make a connection between same and different by sorting.
Materials: Connecting cubes, 3 red; counters 3 red and 3 green

Standards: CC.K.CC3, CC.K.CC4a, CC.K.CC4b, CC.K.CC4c, CC.K.CC5, CC.K.MD1, CC.K.MD2, CC.K-12MP2,4,5,7

Chapter 1- Numbers to 5
Lesson 3 (Day 3): Not the Same by Different: All About 3

Vocabulary: different, three, blue, green, red, big, small

Explore: Extend concept of sorting using a single attribute
Materials: Connecting cubes, 6 of the same color per pair; Student activity cards 1.3a-f, 1 set per pair

Explore: Extend the concept of 3; Extend the concept of same and different
Student book A p11

Apply: Apply the concept of counting up to 3 objects
Student book A p10-12
Materials: Display numeral 1, 2, and 3 on the board; connecting cubes 3 per child

Standards: CC.K.CC3, CC.K.CC4a, CC.K.CC4b, CC.K.CC4c, CC.K.CC5, CC.K.MD1, CC.K.MD2, CC.K-12MP2,4,5,7

Chapter 1- Numbers to 5
Lesson 4 (Day 1): Why is this different? All About 4.

Vocabulary: long, short, tall, yellow, white, black, different, four

Investigate: Introduce number 4. Introduce descriptive vocabulary.
Materials: Goldilocks and the Three Bears (TRO4a,b)

Discover: Make a connection between different attributes within a scene.
Student Book A, p13

Standards: CC.K.CC3, CC.K.CC4a-b, CC.K.CC5, CC.K.MD1-2, CC.K-12.MP2,4-7

Chapter 1- Numbers to 5
Lesson 4 (Day 2): Why is this different? All About 4.

Vocabulary: long, short, tall, yellow, white, black, different, four

Extend: Extend concept of counting up to 4 objects. Extend the concept of using descriptive vocabulary to differentiate objects.
Materials: Connecting cubes, 20 per pair; counters, 10 per child (optional)
Student Book A, Workmat 2

Apply: Apply the concept of counting up to 4 objects.
Materials: Numeral 1-4 (TR01-5)
Student Book A, 14-16

Standards: CC.K.CC3, CC.K.CC4a-b, CC.K.CC5, CC.K.MD1-2, CC.K-12.MP2,4-7

Chapter 1- Numbers to 5
Lesson 4 (Day 3): Why is this different? All About 4.

Vocabulary: long, short, tall, yellow, white, black, different, four

Apply: Apply matching numerals and objects based on visual recognition
Materials: Counters (16 per child), Teacher Activity Cards 1.4a-1, Teacher Numeral Cards 1-4
Student Book A, p17

Standards: CC.K.CC3, CC.K.CC4a-b, CC.K.CC5, CC.K.MD1-2, CC.K-12.MP2,4-7

Chapter 1- Numbers to 5
Lesson 5 (Day 1): All About 5

Vocabulary: five

Investigate: Introduce the number 5. Revisit the concepts of same and different.
Materials: Big Book A, p5

Discover: Make a connection between the similarities and differences of two pictures.
Materials: Big Book A, p5; Student Book A, p18

Standards: CCKCC3, CCKCC4a, CCKCC4b, CCKCC5, CCKMD1, CCKCCMD2, CCK-12MP2,4-7

Chapter 1- Numbers to 5
Lesson 5 (Day 2): All About 5

Vocabulary: five

Explore: Extend the concept of 1, 2, 3, 4, and 5 creatively.
Student Book p 19

Apply: Apply the concepts of counting up to 5 objects.
Student Book A p20-22
Materials: Number 1-5 (TR01-06)

Standards: CCKCC3, CCKCC4a, CCKCC4b, CCKCC5, CCKMD1, CCKCCMD2, CCK-12MP2,4-7

Chapter 1- Numbers to 5
Lesson 6 (Day 1): Spotting Small Differences

Investigate: Introduce the concept of spotting subtle differences in pictures.
Big Book p 6-7

Discover: Make connections between subtle differences and how to describe them.

Standards: CCKC3, CCK-12MP4,6

Chapter 1- Numbers to 5
Lesson 6 (Day 2): Spotting Small Differences

Explore: Extend the concept of spotting differences
Materials: Connecting cubes 5 per child (3 red, 2 blue)
*children work in pairs

Apply: Apply the concept of making and finding subtle differences in pictures.
Student Book A p23-25
Materials: colored pencils, 1 box per child

Standards: CCKC3, CCK-12MP4,6

Chapter 1- Numbers to 5
-Review vocab and math concepts
*Chapter 1 Assessment (small group)
-Math Centers with manipulatives

CHAPTER 2

Chapter 2 – Numbers to 10
Lesson 1 (Day 1): All About 6

Vocab: six

Investigate: Introduce the number 6.
Big Book p8-9

Standards: CCKCC3, CCKCC4a, CCKCC4b, CCKCC5, CCK-12MP 2,4,5

Chapter 2- Numbers to 10
Lesson 1 (Day 2): All About 6

Vocab: six

Discover: Make a connection between objects and numerals from 1-6.
Materials: Connecting cubes (6 per child), number cube

Standards: CCKCC3, CCKCC4a, CCKCC4b, CCKCC5, CCK-12MP 2,4,5

Chapter 2- Numbers to 10
Lesson 1 (Day 3): All About 6

Vocab: six

Explore: Extend the concept of counting up to 6 objects; Extend the concept of same and different.
Materials: Connecting cubes (20 per group- 10 yellow, 10 red), same and different cards (TR07)- 1 set per group

Apply: Apply the concept of counting up to 6 objects
Student Book p26-29
Materials: Numeral 1-6

Standards: CCKCC3, CCKCC4a, CCKCC4b, CCKCC5, CCK-12MP 2,4,5

Chapter 2- Numbers to 10
Lesson 2 (Day 1): All About 7

Vocab: seven

Investigate: Introduce the number 7.
Big Book p10
Student Book p30-31

Standards: CCKCC3, CCKCC4a, CCKCC4b, CCKCC5, CCK12MP 2,4,5

Chapter 2- Numbers to 10

Kindergarten Math in Focus – Chapter 1 – Numbers to 5

Teacher: _____ Class: _____

Problem:	1. Draw Object 2 points 1 point for drawing 1 object 1 point for answering 'How Many?'	2. Draw 2 different objects 3 points 1 point for drawing 2 *different* objects 1 point for drawing *2* objects 1 point for answering 'How Many?'	3. Count and Write 3 points 1 point for counting dolls 1 point for counting balls. 1 point for counting bears.	_/8	Level	Notes:
CCLS: Student Names:	CC.K.CC.4a – Pairing 1 to 1 CC.K.CC.3 – Write numbers 1-20 CC.K.CC.5 – Answer 'How many?'	CC.K.CC.4a – Pairing 1 to 1 CC.K.CC.3 – Write numbers 1-20 CC.K.CC.5 – Answer 'How many?' CC.K.MD.1 – Compare Differences	CC.K.CC.4a – Pairing 1 to 1 CC.K.CC.3 – Write numbers 1-20 CC.K.CC.5 – Answer 'How many			

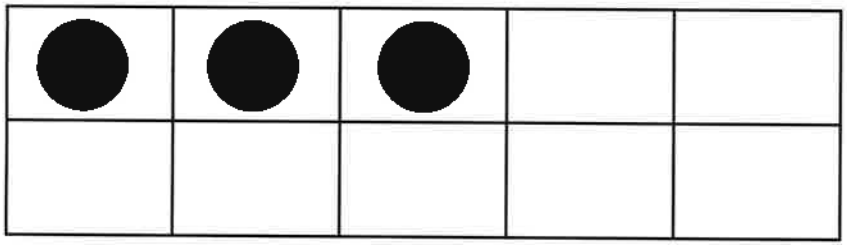
Scoring: 4= 8 points, 3= 6-7 points, 2= 4-5 points, 1= 3 and below

one

—

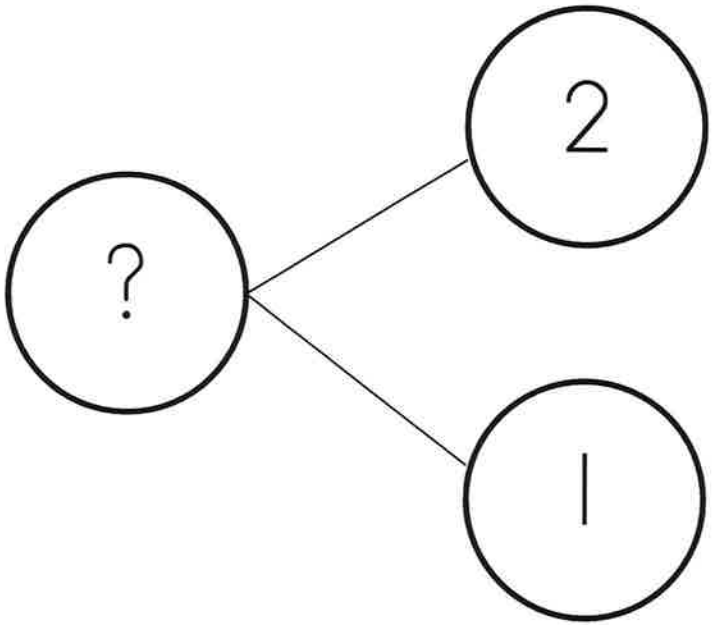
TWO

2



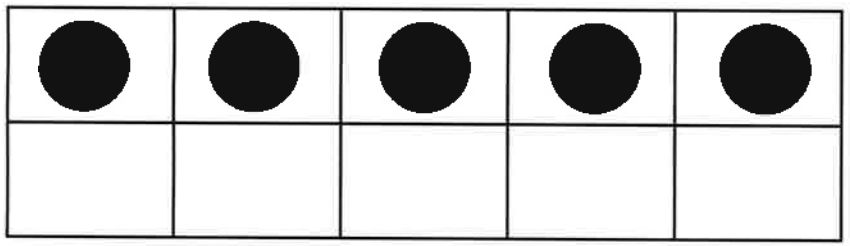
3

three



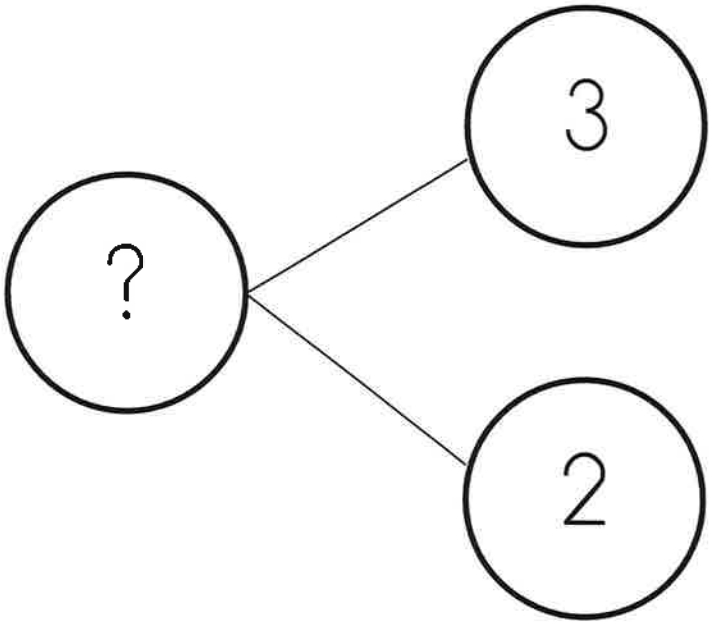
four

4



5

five



Math in Focus

SCHOOL to HOME Connections

Chapter 1 Numbers to 5

Dear Family,

In this chapter, your child will study numbers to 5, and learn to tell the similarities and differences between objects.
Some of the skills your child will practice are:

- understanding the concept of numbers
- describing how objects are the same, and how they are different

Activity My Fruit Bowl

Finding similarities and differences in a set of objects is a skill that your child will use to classify and sort objects later in this program. Encourage your child to use color and size vocabulary when identifying if objects are the same or different.

You will need 2 apples, a lemon, a strawberry, a banana, and a bowl.

- Pick 2 fruits and have your child say what is the same and what is different about them.
- Place 3 fruits into the bowl and ask your child to count them. Vary the number of fruits. Alternatively, ask your child to place 3 fruits into the bowl. Vary the number.

Vocabulary to Practice

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2 ● ●

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5 ● ● ● ● ●

Objects are the **same** when they have common properties.

Objects are **different** when they have no common properties.

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Math in Focus

Conexiones entre ESCUELA Y CASA

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Vocabulario para practicar

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5 ● ● ● ● ●

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Los objetos son **diferentes** (different) cuando no tienen propiedades comunes.

Actividad Mi fuente de frutas

Encontrar similitudes y diferencias en un conjunto de objetos es una destreza que su hijo utilizará para clasificar objetos más adelante en este programa. Anime a su hijo a que utilice vocabulario de color y tamaño al indicar si los objetos son iguales o diferentes.

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