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An Overview of Expeditionary Learning

"This is how kids want to learn.[1]"

Expeditionary Learning (EL) is a national network of schools who serve students in pre-K through grade 12 in all settings – urban, rural, and suburban. Since their start in 1992, they have grown from a small group of ten schools into a diverse network of more than 150 schools. EL partners with school districts and charter boards to open new schools and transform existing schools.

EL is a comprehensive K-12 educational design that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core and Delaware's Prioritized Standards. Learning expeditions – long-term investigations of important real world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service.[2]

The EL model is an academic application of Outward Bound, an organization which values compassion, integrity, excellence, inclusion and diversity while seeking to develop character, leadership, and service in students as they learn through experiences which involve challenge and adventure in a supportive environment. As such, EL schools are designed to teach students the principles of self-discovery, having wonderful ideas, responsibility for learning, empathy and caring, success and failure, collaboration and competition, diversity and inclusion, the natural world, solitude and reflection, and service and compassion.

The following Core Practices of EL articulate how to translate the Design Principals into instructional practice.

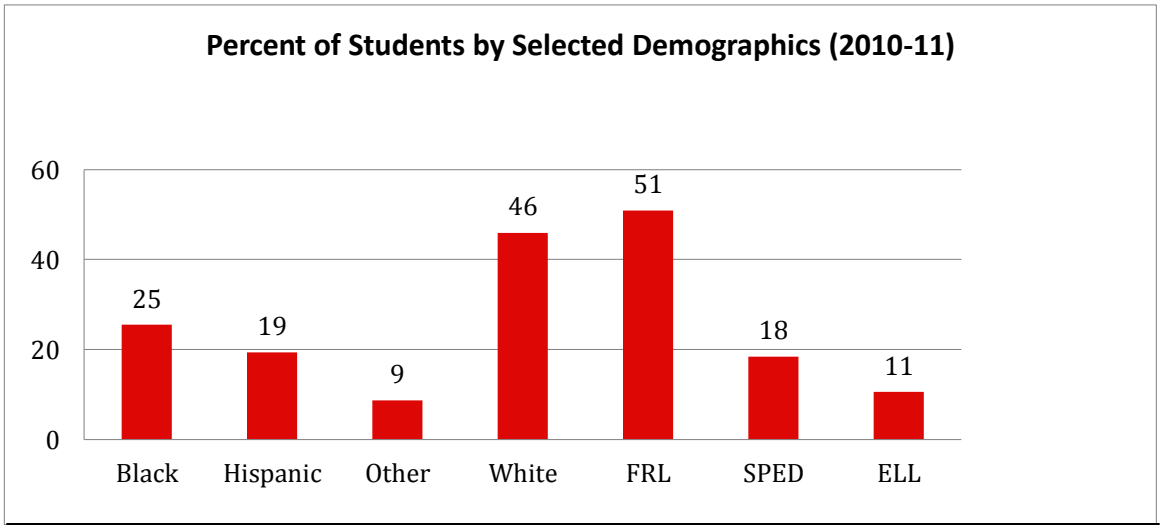
Core Practices	What It Looks Like in the School Design
Curriculum	EL's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.
Instruction	EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
Culture and Character	EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
Assessment	EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.
Leadership	EL school leaders build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team – it is a role and expectation for all.

Expeditionary Learning schools inspire the motivation to learn, engage teachers and students in new levels of focus and effort, and transform schools into places where students and adults become leaders of their own learning. The Expeditionary Learning model challenges students – even those starting with low skill levels – with high-level tasks and active roles in the classroom. Through the Expeditionary Learning school design students will discover the adventure and the joy of learning.

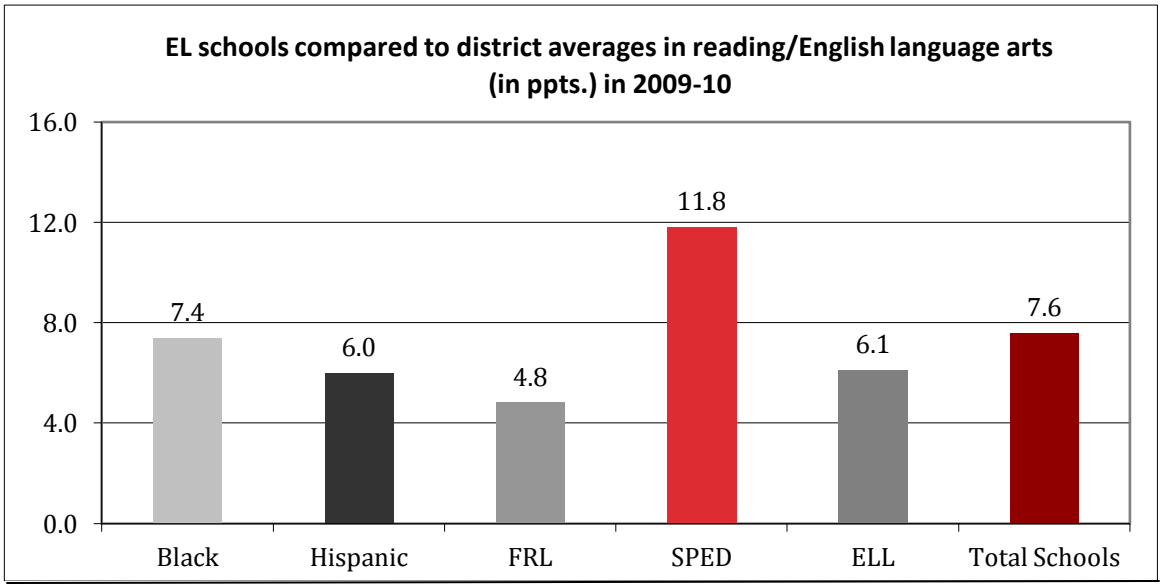
[1] Arne Duncan, US Secretary of Education when visiting an Expeditionary Learning school in Portland, ME.
[2] http://www.elschools.org/design/index.html

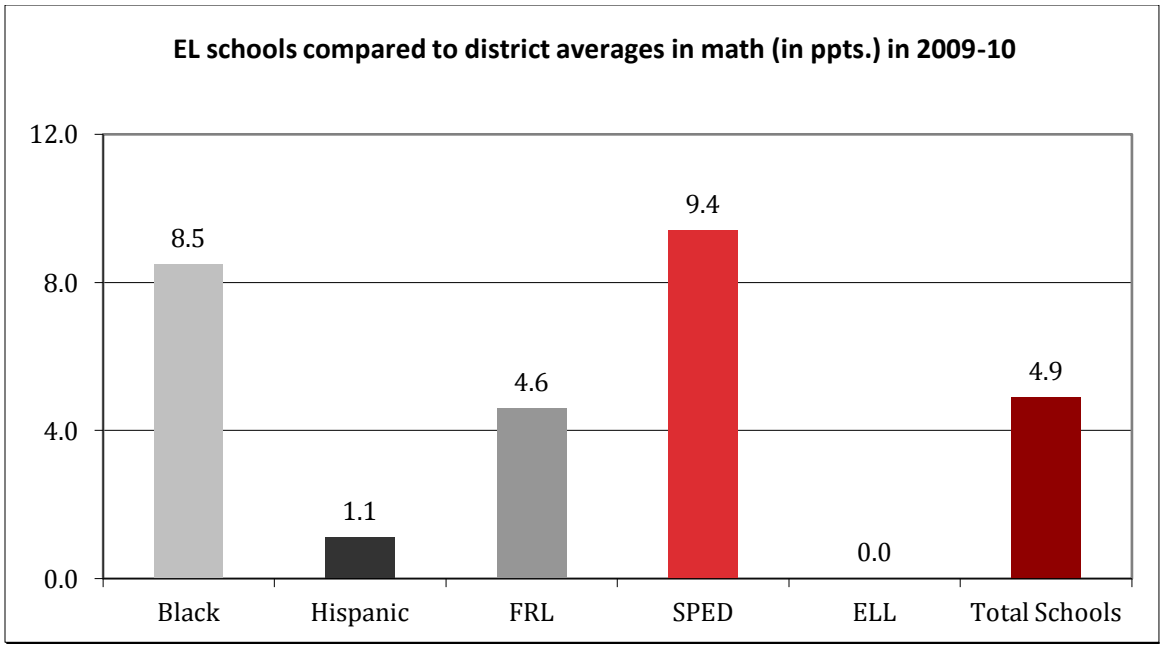
Evidence of Success across the Expeditionary Learning Network

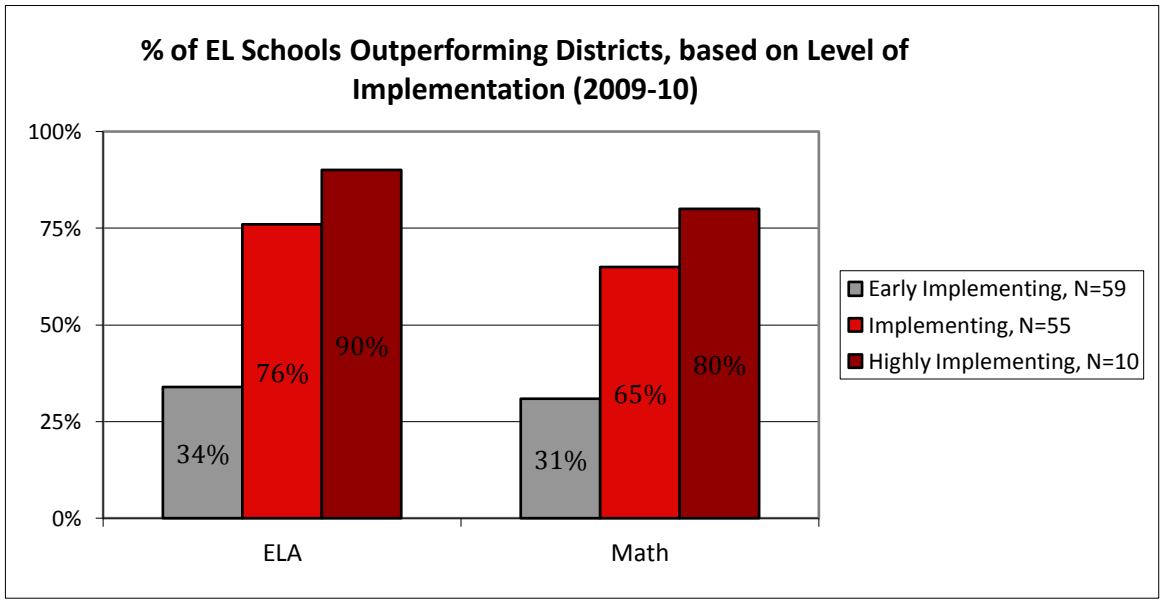
Student Demographics

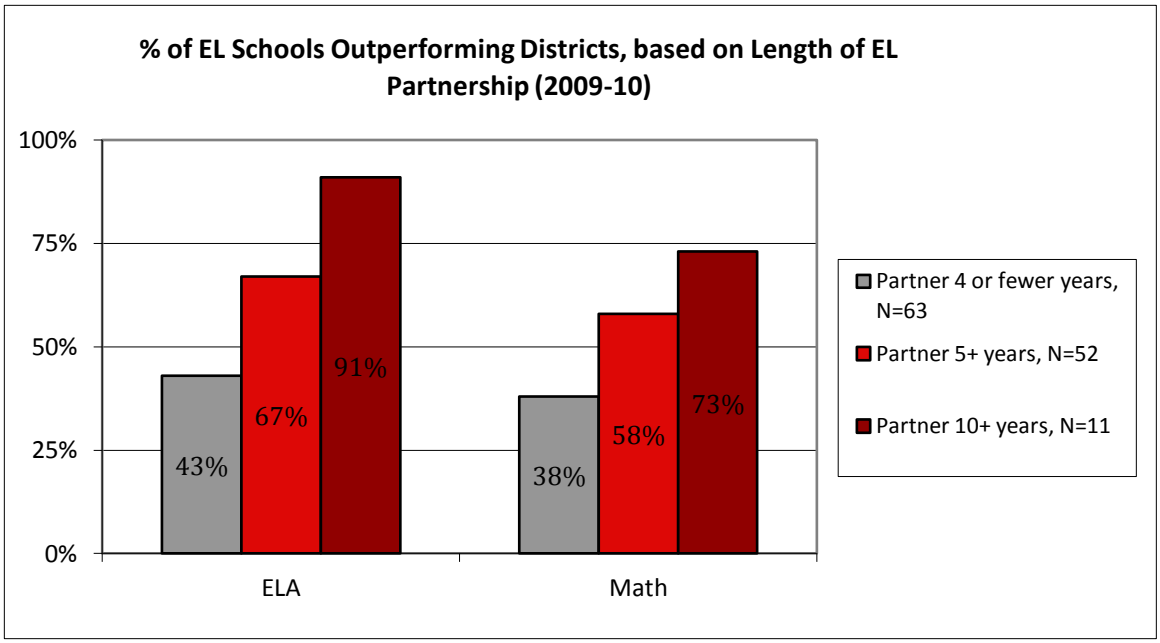


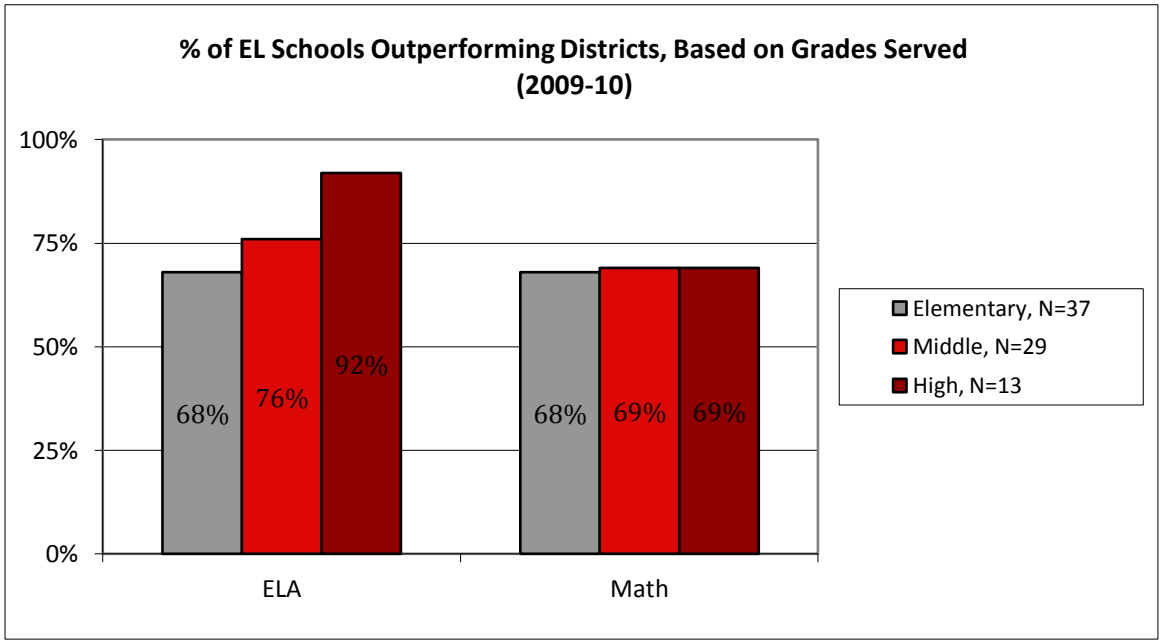
2009-2010 Achievement




EL schools compared to district averages in math (in ppts.) in 2009-10
12.0
8.0
4.0
0.0
8.5
1.1
4.6
9.4
0.0
4.9
Black
Hispanic
FRL
SPED
ELL
Total Schools

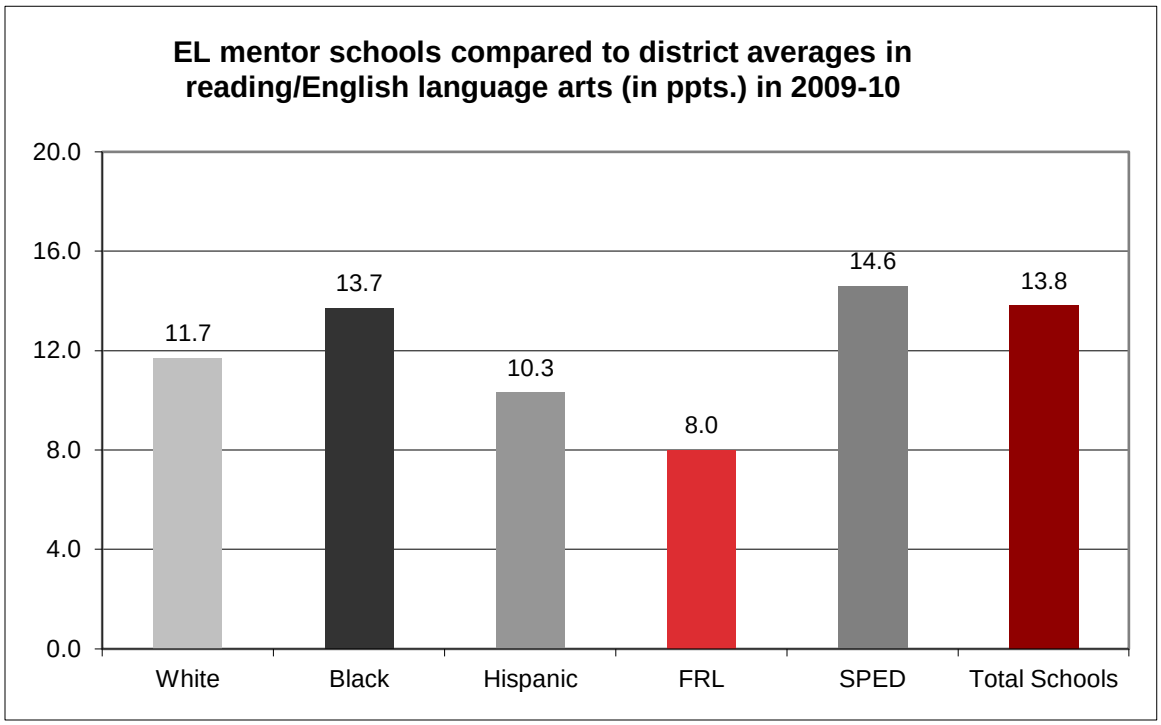

% of EL Schools Outperforming Districts, based on Level of Implementation (2009-10)
100%
75%
50%
25%
0%
34%
76%
90%
31%
65%
80%
ELA
Math
Early Implementing, N=59
Implementing, N=55
Highly Implementing, N=10

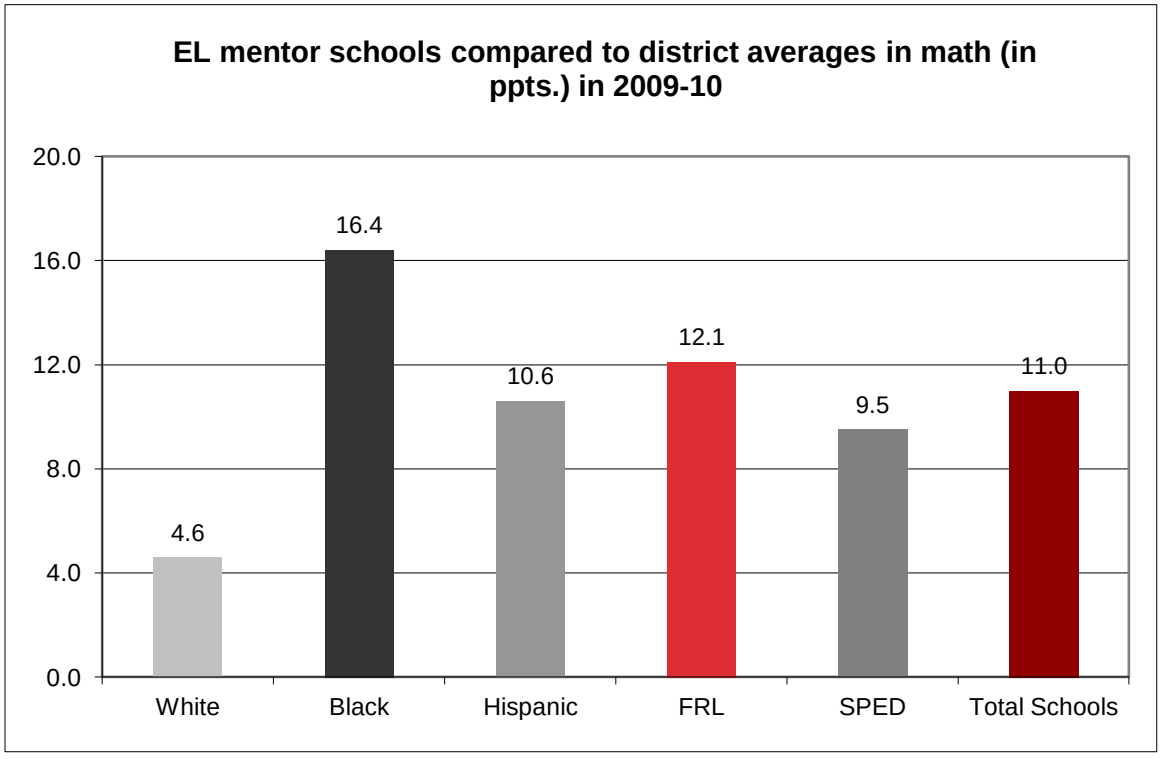

% of EL Schools Outperforming Districts, based on Length of EL Partnership (2009-10)
100%
75%
50%
25%
0%
43%
67%
91%
38%
58%
73%
ELA
Math
Partner 4 or fewer years, N=63
Partner 5+ years, N=52
Partner 10+ years, N=11


% of EL Schools Outperforming Districts, Based on Grades Served (2009-10)
100%
75%
50%
25%
0%
68%
76%
92%
68%
69%
69%
ELA
Math
Elementary, N=37
Middle, N=29
High, N=13

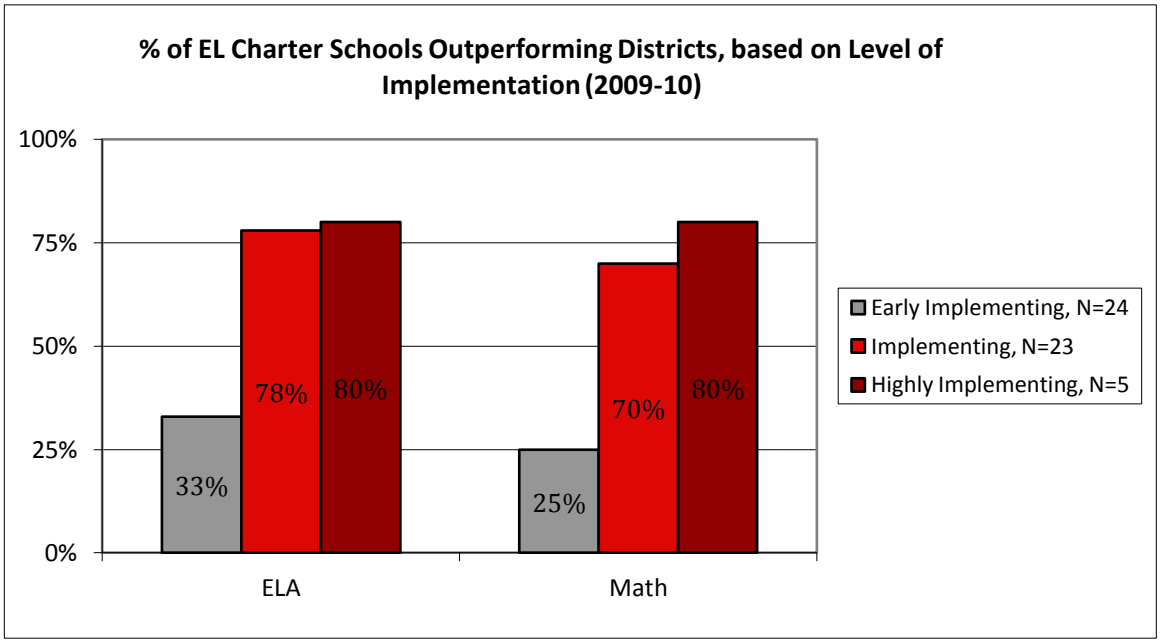
MENTOR SCHOOLS

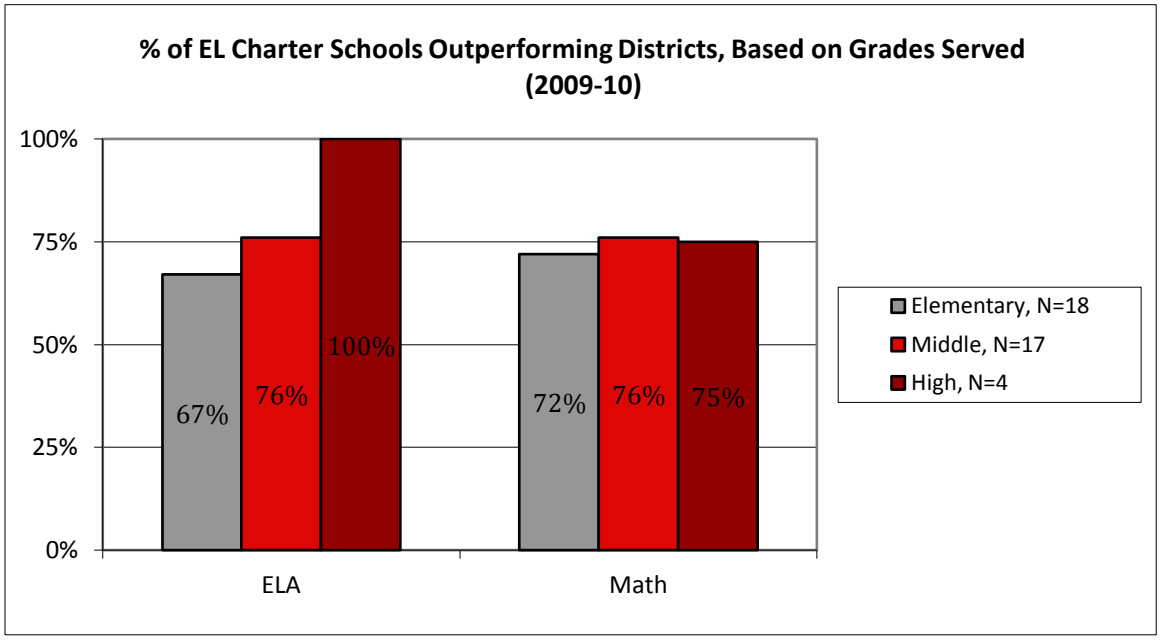
In mentor schools, the EL model is being implemented with a high degree of fidelity. These schools have been implementing EL for a number of years.

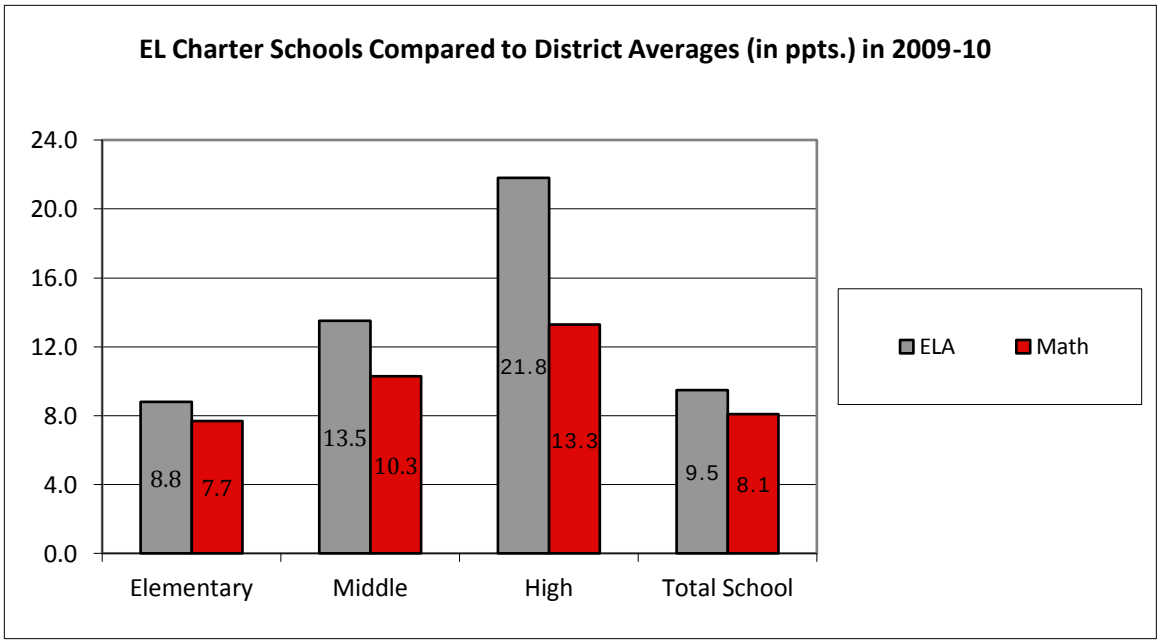


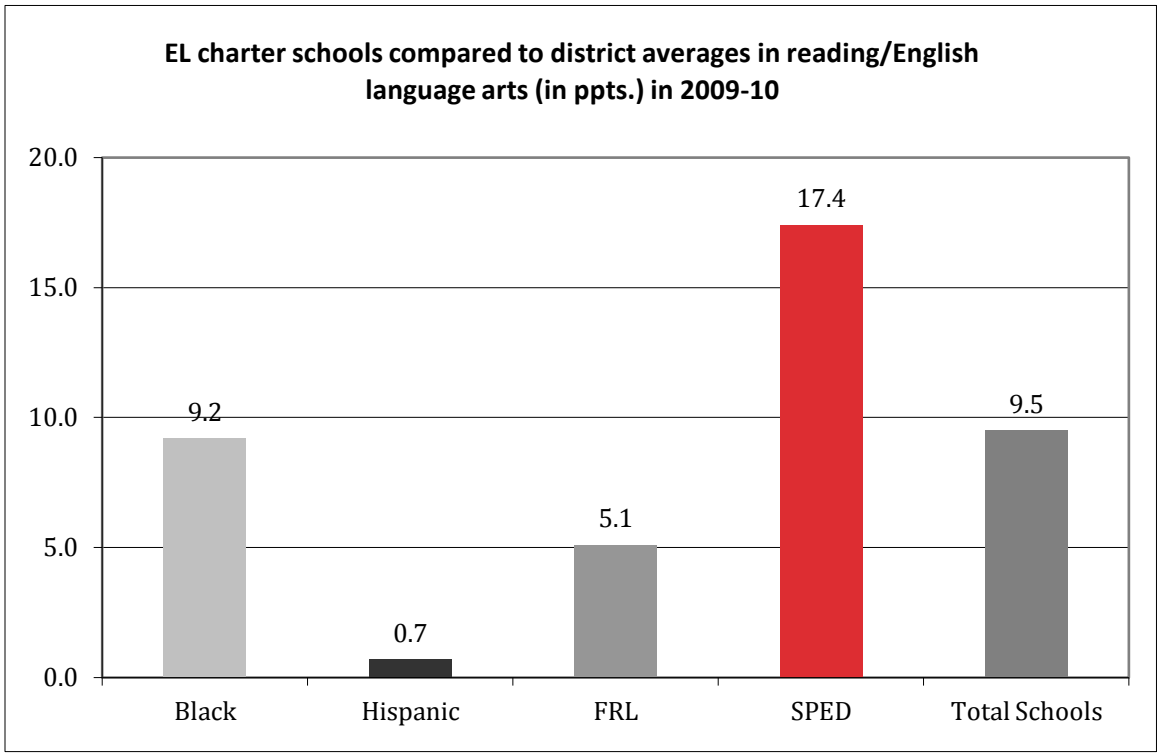


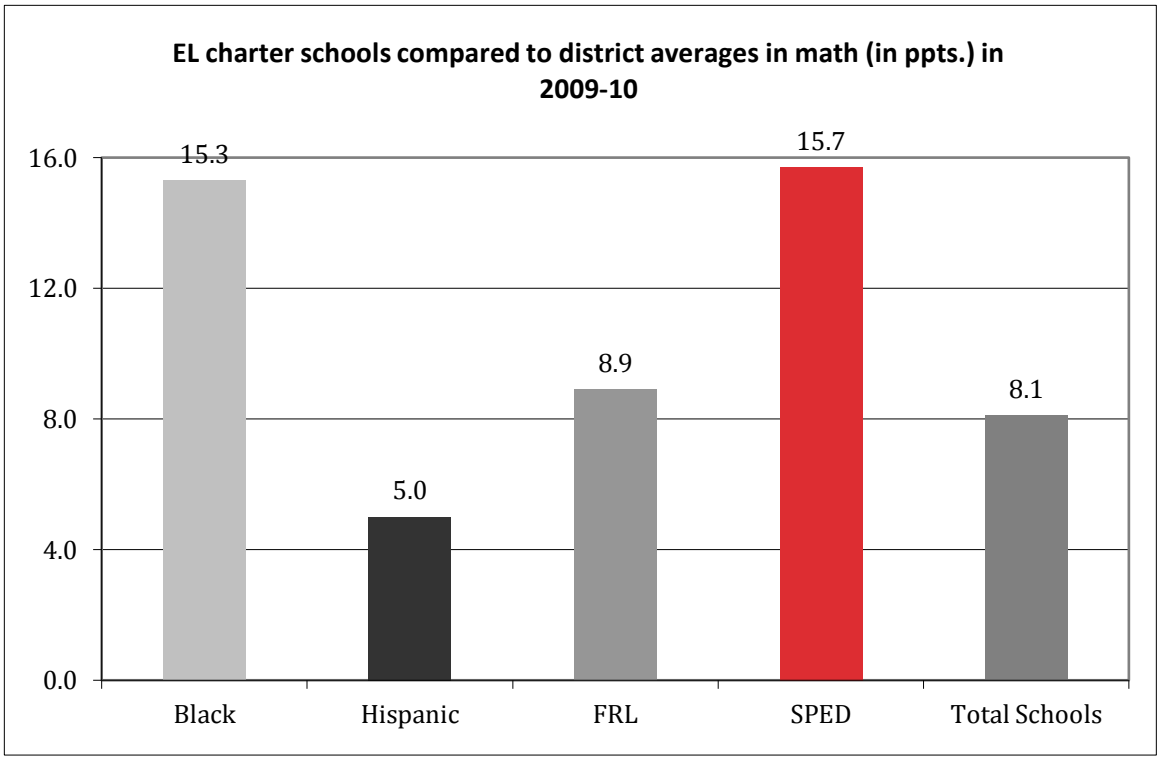
CHARTER SCHOOLS






EL Charter Schools Compared to District Averages (in ppts.) in 2009-10
24.0
20.0
16.0
12.0
8.0
4.0
0.0
8.8
7.7
13.5
10.3
21.8
13.3
9.5
8.1
Elementary
Middle
High
Total School
ELA
Math


EL charter schools compared to district averages in reading/English language arts (in ppts.) in 2009-10
20.0
15.0
10.0
5.0
0.0
9.2
0.7
5.1
17.4
9.5
Black
Hispanic
FRL
SPED
Total Schools


EL charter schools compared to district averages in math (in ppts.) in 2009-10
16.0
12.0
8.0
4.0
0.0
15.3
5.0
8.9
15.7
8.1
Black
Hispanic
FRL
SPED
Total Schools

State of Delaware
Secretary of State
Division of Corporations
Delivered 02:32 PM 11/22/2011
FILED 02:32 PM 11/22/2011
SRV 111222144 - 5069978 FILE

CERTIFICATE OF INCORPORATION
OF
ACADEMIA ANTONIO ALONSO INC.

FIRST: The name of this corporation is Academia Antonio Alonso Inc.

SECOND: The registered office of the corporation in the State of Delaware is to be located at 403 North Van Buren Street, Wilmington, New Castle County, Delaware 19805, and the registered agent at such address shall be Maria Matos.

THIRD: This corporation is organized exclusively for religious, charitable, scientific, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law.

FOURTH: In furtherance of its exempt purposes and not in limitation of those general powers conferred on corporations by the laws of the State of Delaware, it is herby expressly provided that this corporation shall also have the power and right to preserve, purchase, acquire, take or fold in fee or otherwise the title to any and every kind of property (real, personal, or mixed), wherever situated, that may be either purchased by this corporation or granted, bequeathed, or devised to it for the exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, for which it is incorporated, without any limitation to the value of such property (either real, personal or mixed) so acquired; and this corporation further shall have the power and right, if for an exempt purpose within the meaning of Section 501(c)(3) of the code, or the corresponding provision of any subsequent law, to grant, bargain, deal in, sell lease, mortgage, exchange, transfer, lien, or in any other manner whatever dispose of property (real, personal, or mixed) or of any interest in property (real, personal, or mixed), within or without the State of Delaware, of which it may become seized and possessed; and this corporation shall further have the power and right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent law, to enter into, make, and perform contracts of every kind and description and do any or all of the things herein set forth as fully and to the same extent as natural persons might or could do; and the corporation further has the power and right, if for any exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to carry on any business in connection therewith that is not forbidden by the laws of the State of Delaware.

FIFTH: This corporation shall be a membership corporation without authority to issue capital stock, nor organized for profit, and no part of the net earnings, if any, of this corporation shall inure to the benefit of any member, member of the Board of Directors, officer,

or any other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD. The conditions of and procedure for membership in this corporation shall be such as may be stated from time to time in the Bylaws of the corporation. The corporation shall have no members other than the Board of Directors.

SIXTH: (A) The business and affairs of this corporation shall be governed and managed by the Board of Directors in such manner as the Bylaws of this corporation shall provide.

(B) In furtherance and not in limitation of the powers conferred by the laws of the State of Delaware, the Board of Directors of this corporation is expressly authorized and empowered, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to authorize and cause to be executed notes, bonds, mortgages, contracts, and liens upon or with respect to any property (real, personal, or mixed) or this corporation. This corporation may, by its Bylaws, confer such additional powers upon the Board of Directors, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, and as the laws of the State of Delaware may permit.

(C) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or the corresponding provision of any subsequent law.

(D) No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Code, or under the corresponding provision of any subsequent law), and the corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.

(E) In the event that the Internal Revenue Service ever determines that the corporation is a private foundation within the meaning of Section 509(a) of the Code, or a corresponding provision of any subsequent law, the following provisions shall apply while the corporation is such a private foundation:

(1) The corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or the corresponding provision of any subsequent law.

(2) The corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, or the corresponding provision of any subsequent law.

(3) The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or the corresponding provision of any subsequent law.

(4) The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code, or the corresponding provision of any subsequent law.

(5) The corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Code, or the corresponding provision of any subsequent law.

SEVENTH: The name and mailing address of the sole incorporator is

Jennifer R. Fitzgerald
ATA Corporate Services, LLC
222 Delaware Avenue, Suite 1200
Wilmington, DE 19801

EIGHTH: The duration of this corporation's existence shall be perpetual.

NINTH: In liquidation, dissolution, or receivership or other termination of the existence of this corporation, either voluntary or involuntary, or by operation of law, the Board of Directors of this corporation shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of the total net assets of the corporation to any nonprofit entity organized for exempt purposed within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to the federal government, to a state, or to a local government for a public purpose. In the event that any such assets are not so disposed, a court of competent jurisdiction of the county in which the principal office of the corporation is then located shall dispose of such assets to such organization or organizations which are organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law.

TENTH: The offices of this corporation shall be provided by the Bylaws of the corporation.

ELEVENTH: This corporation reserves the right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to amend, alter, change, or repeal any provision contained in this Certificate of Incorporation in the manner now or hereafter prescribed by law, and all rights conferred on the Board of Directors, officers, or members hereof are granted subject to this reservation, provided that any such amendment or other change is ratified by a majority of the members of the corporation.

TWELFTH: This private property of the incorporator, members, members of the Board of Directors, and officers of this corporation shall not be subject to the payment of corporate debts to any extent whatever.

THIRTEENTH: As to any act or omission occurring after this provision becomes effective, a director of this corporation shall have no personal liability to the corporation or its members for the monetary damages for breach of fiduciary duty as a director, provided that this provision shall not eliminate the liability of a director (i) for any breach of the director's duty of loyalty to the corporation or its members, (ii) for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law, (iii) under Section 174 of the Delaware General Corporation Law (the "DGCL") or (iv) for any transaction from which the director derived an improper personal benefit.

FOURTEENTH: The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceedings, where civil, criminal, administrative or investigate (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent or another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding, if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonably cause to believe his or her conduct was unlawful. This indemnification shall be to the fullest extent authorized or permitted under the DGCL or other applicable law, and shall be subject to the limitations, restrictions, and conditions for indemnification set forth in the DGCL.

The indemnification provided by this section shall not be deemed exclusive of any other rights to which any person seeking indemnification may be entitled under any bylaws, agreement, statute, court decision or otherwise, nor or hereafter in effect, both as to action in his or her official capacity, and as to action in another capacity which holding such office, and shall continue to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Expenses incurred in defending a civil or criminal action, suit, or proceeding described in this section may be paid by the Corporation in advance of the final disposition of the action, suit, or proceeding as authorized by the Board of Directors on receipt of an undertaking by or on behalf of the Director, an officer, an employee, or an agent to repay the amount unless it is ultimately determined that the party is entitled to be indemnified by the Corporation as authorized in this section.

FIFTEENTH: The Board of Directors shall have the power to make, adopt, alter, amend, and repeal the Bylaws of this corporation, including, without limitation, the power to fix, from time to time, the number of directors that shall constitute the whole board of directors of this corporation.

THE UNDERSIGNED, being the sole incorporator, for the purpose of forming a corporation pursuant to the General Corporation Law of the State of Delaware, does make and file this Certificate of Incorporation, hereby declaring and certifying that the facts stated herein are true and accordingly hereunto have set my hand and seal this 22nd day of November, 2011.

_____ (Seal)
Jennifer R. Fitzgerald
Incorporator

State of Delaware
Secretary of State
Division of Corporations
Delivered 03:16 PM 11/28/2011
FILED 03:13 PM 11/28/2011
SRV 111231682 - 5069978 FILE

AMENDMENT TO CERTIFICATE OF INCORPORATION OF ACADEMIA ANTONIO ALONSO INC. PURSUANT TO SECTION 241(b)

Academia Antonio Alonso Inc., a corporation organized and existing under the General Corporation Law of the State of Delaware, by and through its sole incorporator, Jennifer R. Fitzgerald, does hereby certify:

FIRST: That the sole incorporator has adopted, pursuant to 8 Del. C. §241(b), a resolution setting forth the proposed amendment to the Certificate of Incorporation of said corporation and declaring said amendment advisable. The resolution setting forth the proposed amendment is as follows:

> **RESOLVED**, that the sole incorporator deems it advisable that the Certificate of Incorporation of Academia Antonio Alonso Inc. be amended by striking therefrom Article FIRST in its entirety and inserting in lieu thereof the following:
>
> > **FIRST**: The name of the corporation is Academia Antonia Alonso Inc.

The initial directors of the corporation were not named in the Certificate of Incorporation and no election has occurred for the initial Board of Directors. Therefore, this Certificate of Amendment is executed pursuant to 8 Del. C. §103(a)(1) by the sole incorporator this 28th day of November, 2011.

Academia Antonio Alonso Inc.

By: _____
Jennifer R. Fitzgerald
Sole Incorporator

ev09789 : 11-28-11

BY LAWS

OF

ACADEMIA ANTONIA ALONSO CHARTER SCHOOL

UNANIMOUSLY ADOPTED DECEMBER 7, 2011

ARTICLE I

CORPORATION

Section 1.1 Corporate Name. The name of the corporation shall be the Academia Antonia Alonso Charter School, a Delaware non-stock, non-profit corporation.

Section 1.2 Principal Office. The principal office of the corporation shall be located in Wilmington, Delaware. The School may have such other offices, either within or without the City of Wilmington, as the Board of Directors may determine or as the affairs of Academia Antonia Alonso Charter School may require from time to time.

ARTICLE II

CORPORATE PURPOSE

Section 2.1 Purposes. The purposes of Academia Antonia Alonso Charter School are to operate exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue Code of 1986, as it may be amended from time to time, or any corresponding provision of any future Internal Revenue Code (the "Code"), including but not limited to:

(a) Developing a community-based school to facilitate the education of children whose families desire a bilingual education for their children.

(b) Establishing an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students; and

(c) Engaging in any and all other activities as currently deemed appropriate in furtherance of the above stated purposes.

ARTICLE III

CORPORATE POWERS

Section 3.1 Academia Antonia Alonso Charter School shall have the power to take any action permitted by the Delaware General Corporation Law (the "Act"), the Articles of Incorporation, Section 501(c)(3) of the Code and these Corporate Bylaws, as they may be amended from time to time.

Section 3.2 All of the assets and the earnings of Academia Antonia Alonso Charter-School shall be used exclusively for scientific, educational or charitable purposes within the meaning of Section 501(c)(3) of Code, as set forth above, in the course of which operation:

(a) No part of the net earnings of Academia Antonia Alonso Charter School shall inure to the benefit of, or be distributable to, its directors, officers, or any interested persons, except that Academia Antonia Alonso Charter School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein;

(b) No substantial part of the activities of Academia Antonia Alonso Charter School shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and Academia Antonia Alonso Charter School shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office except as authorized under the Code;

(c) Notwithstanding any other provisions contained herein, Academia Antonia Alonso Charter School shall not carry on any other activities not permitted to be carried on by a corporation exempt from tax under Section 501(c)(3) of the Code or activities prohibited by State law or regulation; and

(d) In furtherance of the stated goals, objectives and purposes of Academia Antonia Alonso Charter School, the School shall not base any decision, determine the course of conduct or discriminate in any way on the basis of age, race, gender, religion, or political affiliations or beliefs, provided that Academia Antonia Alonso Charter School may conduct school classes for children of certain specified ages only.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1 General Powers. The business and affairs of Academia Antonia Alonso Charter School shall be managed by the Board of Directors (the "Board"). Broadly defined, the focus of the Board shall be on adopting policies that govern the implementation of the organization's purposes and mission through approved programs

and services, ensuring the availability of adequate resources for that purpose. This role is separate and distinct from the role of the Head of School, who determines the means of implementation. In addition to the powers and authority expressly granted by these Bylaws, the Board may exercise all powers of the corporation and do all acts that are not prohibited by applicable law, by the Articles of Incorporation or by these Bylaws.

Section 4.2 Membership. The Board shall consist of at least one (1) person who is a parent or guardian of a Academia Antonia Alonso Charter School student, currently enrolled no later than the first instructional day, and at least one person who is a certificated teacher at Academia Antonia Alonso Charter School; provided, however that the parent member and the teacher member shall not be the same individual. The President of the Parent Teacher Organization of Academia Antonia Alonso Charter School shall be an *ex officio*, voting member of the Board and shall count against the limit of members provided in Section 4.3, provided that if the President of the Parent Teacher Organization is an employee of Academia Antonia Alonso Charter School, then such member of that organization who is not an employee of Academia Antonia Alonso Charter School and who is appointed by that organization shall serve instead of the President so long as the President remains an employee of Academia Antonia Alonso Charter School. The Head of School shall be a non-voting member of the Board and shall not count against the limit of members provided in Section 4.3. The President of the Academia Antonia Alonso Charter School shall be a non-voting member of the Board and shall not count against the limit of members provided in Section 4.3. Should a person who is a State of Delaware employee, officer, and/or honorary official of the State of Delaware be elected to the Board, that individual will have no fiduciary duties and/or responsibilities to Academia Antonia Alonso Charter School as it relates to matters between Academia Antonia Alonso Charter School and the State of Delaware and that individual is hereby prohibited from lobbying, advocating, influencing or furthering the mission and goals of Academia Antonia Alonso Charter School or otherwise representing Academia Antonia Alonso Charter School before any agency or department of the State of Delaware.

Section 4.3 Number and Election. The Board shall consist of such number of Directors, at least nine (9) but not more than twenty one (21), as may be determined from time to time by resolution of the Board to ensure appropriate oversight of the organization's activities.

To reach the requisite number of Directors as determined by resolution of the Board, Directors may be elected to the Board upon nomination by the Nominating Committee and approval by the vote of a majority of the Directors present at a meeting.

Section 4.4 Term of Office. Directors shall serve a term of three (3) years. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and taken office. If possible, terms shall be staggered so that approximately one-third (1/3) of the Board shall stand for nomination and election each year to assure some continuity. Directors shall be limited to two consecutive terms of three years, plus any partial initial

term that any such director might serve. Notwithstanding the foregoing, the term of the member serving *ex officio* pursuant to the second sentence of Section 4.2 shall be coterminous with the period of time that person qualifies as a member pursuant to that sentence and that member's term shall not be otherwise limited.

Section 4.5 Resignation. Any Director may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any such resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 4.6 Vacancies. Vacancies in the Board may be filled by the remaining Directors at their discretion. A Director elected under this paragraph shall hold office for the remainder of the term of the Directorship that was vacated and shall sit until a successor has been elected and taken office.

Section 4.7 Annual Meeting of the Board. The annual organizational meeting of the Board for, among other purposes, the election of officers, shall be held on the fourth Wednesday of every October, unless otherwise changed by the Board.

Section 4.8 Regular Meetings. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution. Any business may be transacted at any regularly called meeting of the Board at which a quorum is declared present. The Board shall hold no less than one regular meeting each quarter, including the Annual Meeting. Any business may be transacted at any regular meeting of the Board. Any annual, regular or special meetings shall be held in compliance with the State's Freedom of Information Act, 29 Del. C. Ch. 100 ("FOIA") and the school shall otherwise comply with FOIA.

Section 4.9 Special Meetings. Special meetings of the Board may be called by or at the request of the Chairperson or any three Directors.

Section 4.10 Notice of Meetings. Notice of all Board meetings shall be provided to the public in compliance with FOIA and , except as herein otherwise provided, shall be delivered, mailed or sent electronically to each Director's residence or usual place of business at least five days before the meeting, Such notice may be waived by a Director. Each such notice shall state the general business to be transacted, the day, time and place of such a meeting, and, in the case of a special meeting, by whose request it was called.

Section 4.11 Quorum. A simple majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. A Director may be considered present if attending any meeting of the Board of Directors by way of speaker telephone. If less than a majority of the Directors are present at a meeting, a majority of those Directors who are present may adjourn the meeting without further notice.

Section 4.12 Voting. At all meetings of the Board, except as otherwise provided by law or by these Bylaws, all matters shall be decided by the majority of Directors present at the meeting.

Section 4.13 Organization. The Chairperson of the Board shall preside at all meetings of the Board and shall have such powers and duties not inconsistent with these Bylaws, as they may be amended from time to time by the Board. The Chairperson of the Board shall be elected each year by the Board at its annual meeting. The Board shall elect a Vice Chairperson who shall possess the powers and discharge the duties of the Chairperson in the latter's absence or disability, and have such powers and duties not inconsistent with these Bylaws, as may be amended from time to time by the Board.

Section 4.14 Manner of Acting. Any act of the majority of Directors present at any meeting at which there is a quorum shall be an act of the Board of Directors, unless the act of a greater number is required by the Articles of Incorporation, the Act, or these Bylaws, as may be amended from time to time.

Section 4.15 Removal of a Director. Any Director may be removed by a majority vote of the Directors at a duly constituted meeting whenever a Board member fails to fulfill his/her duties or if in the judgment of the Board the best interests of the School are served.

Section 4.16 Advisory Board. The Board may appoint an Advisory Board. The Advisory Board shall consist of that number of individuals (determined by the Board from time to time) whose experience, knowledge and expertise make their participation and guidance valuable to the Board's consideration.

Section 4.17 Members of the Corporation. The directors of the Corporation shall also be its members. All actions by the Board shall also be considered actions by its members.

ARTICLE V

OFFICERS

Section 5.1 Titles and Qualifications. The officers of Academia Antonia Alonso Charter School shall be a Chairperson, a Vice Chairperson, a Secretary, a Treasurer, and such other officers as the Board of Directors may from time to time designate. No two offices may be held by the same person.

Section 5.2 Election and Term of Office. The officers of Academia Antonia Alonso Charter School shall be elected each year by the Board at its regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as possible. New officers may be created and filled at any meeting of the Board after notice has been given to other Directors.

Each officer shall hold office until his/her successor shall have been duly elected and taken office; or until his/her death, resignation or removal in the matter hereinafter provided. Election of an officer shall not of itself create contract rights.

Section 5.3 Nominating Committee. Not less than one (1) month prior to the annual meeting of the Board, the Chairperson shall appoint, with the approval of the Board, a Nominating Committee which shall consist of not less than three Directors. The Nominating Committee shall nominate at least one candidate for each office to be filled on the Board.

Section 5.4 Resignation. Any officer may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 5.5 Removal. Any officer elected by the Board may be removed by a majority vote of the Directors present at a duly constituted meeting whenever, in their judgment, the best interests of Academia Antonia Alonso Charter School would be served thereby.

Section 5.6 Vacancies. Any vacancy in an office shall be filled for the unexpired portion of the term by the Board.

Section 5.7 Chairperson. The Chairperson of the Board shall:

(a) serve as the chief volunteer officer of Academia Antonia Alonso Charter School and shall consult with the Head of School in achieving Academia Antonia Alonso Charter School's mission;

(b) provide leadership to the Board in policy-making matters;

(c) chair meetings of the Board or make arrangements for the Vice-Chairperson to do so;

(d) appoint chairpersons of committees and serve ex officio as a member of committees and attends their meetings when possible;

(e) help guide and mediate Board actions with respect to organizational priorities and governance concerns; monitor financial planning and financial reports; communicate with the Head of School and review with the Head of School any issues of concern to the Board:

(e) play a leading role in fund raising activities;

(g) formally evaluate performance of the Head of School and, informally, evaluate the effectiveness of Board members;

(h) evaluate the performance of the organization in achieving its mission and make an annual report thereof to the Board; and

(i) perform other responsibilities as assigned by the Board.

Section 5.8 Vice Chairperson. The Vice Chairperson shall act under the direction of the Chairperson and in their absence or disability and shall perform the duties and exercise the powers of the Chairperson. The Vice Chairman shall perform such other duties and have such other powers as the Chairperson or the Board may from time to time prescribe.

Section 5.9 Treasurer. The Treasurer shall have charge and custody of all funds of the corporation. The Treasurer shall adopt established generally accepted reasonable accounting and fiscal procedures necessary to assure fiscal stability of the corporation and maintain or cause to have maintained an accurate accounting system and shall present financial reports to the Board in such manner and form as the Board may from time to time determine. The Treasurer shall have the primary oversight responsibility to monitor all financial transactions of the corporation and to ensure an annual financial audit by certified accountants. The Treasurer will work with appropriate Board members to designate Audit and Finance Committees to maximize Board involvement in the area of financial oversight while avoiding duplication of tasks. The Treasurer shall also recommend to the Board bonding or other appropriate forms of insurance for staff and volunteers who handle monies for the corporation.

Section 5.10 Secretary. The Secretary or duly designated individual shall keep or cause to be kept, the minutes of all meetings of the Board and shall have charge and custody of the Seal and records of the Board and Academia Antonia Alonso Charter School.

ARTICLE VI

COMMITTEES

Section 6.1 Executive Committee.

(a) The Board may, by resolution adopted by a majority of the Board, appoint from among its members an Executive Committee which shall serve at the pleasure of the Board and shall be subject to the control and direction of the Board. The Executive Committee shall consist of the Officers of the Board and the Chairperson(s) of one or more standing committees.

(b) The Executive Committee shall meet at the call of the Chair in order to form recommendations to the Board upon such matters as shall be determined by the Chair or reqeusted by the Board.

(c) The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed on them by law.

(d) The Executive Committee shall report its activities at each Board meeting.

Section 6.2 Other Committees. The Board from time to time may establish other committees which shall have such duties and which shall consist of such a number of Directors as the Board may determine. Members of such committees shall be appointed by the Chairperson. Committee members shall not be required to be Directors of Academia Antonia Alonso Charter School.

Section 6.3 Term of Office. Each member of any committee established pursuant to these Bylaws shall serve until a successor is appointed, unless the committee shall be abolished, or until such member resigns. Any such committee may be abolished or any member removed, with or without cause, at any time by the Board.

Section 6.4 Vacancies. Vacancies on committees may be filled by the Chairperson.

Section 6.5 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6.6 Rules. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

Section 6.7 Committees. The Board may organize and authorize anybody to act as a Committee under its authority and discretion for any chartered purpose in order to

accomplish a specified task required, or necessary, in the sole discretion of the Board of Directors. The Committee shall operate in any manner permissible under the laws of the State of Delaware, the Certificate of Incorporation and these Bylaws.

ARTICLE VII

COMPENSATION AND CONTRACTS WITH DIRECTORS AND OFFICERS

Section 7.1 Compensation Of Directors and Officers. Directors of Academia Antonia Alonso Charter School shall serve as such without salary, but the Board may authorize payment by Academia Antonia Alonso Charter School of reasonable expenses incurred by the Directors in the performance of their duties. Except as provided in this section, no Director of Academia Antonia Alonso Charter School shall receive, directly or indirectly, any salary, compensation or gift from Academia Antonia Alonso Charter School.

Section 7.2 Contracts with Directors and Officers. No Director or Officer of Academia Antonia Alonso Charter School shall be interested, directly or indirectly, in any contract relating to the operations conducted by it, nor in any contract for furnishing services or supplies to it, unless:

(a) Such contract shall be authorized by an absolute majority of Directors present and voting at a meeting at which the presence of such Director is not necessary for such authorizations; and

(b) The facts and nature of such interest shall have been fully disclosed or shown to the members of the Board present at the meeting at which such contract is so authorized.

ARTICLE VIII

INDEMNIFICATION

Section 8.1 Directors, Officers and Committee Members. Academia Antonia Alonso Charter School shall indemnify any Director, Officer or Committee member acting on behalf of Academia Antonia Alonso Charter School, in their official capacity or as member of any Committee, who serves at the request or subject to the discretion of the Board of Directors to the fullest extent permitted by law but only to the extent that indemnification does not result in the imposition of tax under Section 4958 of the Code. No member of the Board of Directors shall be personally liable to Academia Antonia Alonso Charter School or to its members for monetary damages for breach of fiduciary duty as a Director or member, except 1) for any breach of the Director's duty of loyalty to the Corporation or its members, 2) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or 3) for any transaction from which the Director derived an improper personal benefit.

Section 8.2. Advancement of Expenses. If expenses are incurred by a director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, such expenses shall be paid by Academia Antonia Alonso Charter School in advance of the

final disposition of such action, suit or proceeding in the specific case upon receipt of an undertaking by or in behalf of the Director, officer, employee or agent to repay such amount unless it ultimately shall be determined that such person is entitled to be indemnified by Academia Antonia Alonso Charter School as authorized in the Article.

Section 8.3. Insurance. Academia Antonia Alonso Charter School may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of Academia Antonia Alonso Charter School or is or was serving at the request of Academia Antonia Alonso Charter School, partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred by such person in any capacity, or arising out of such person's status as such, whether or not Academia Antonia Alonso Charter School would have the power to indemnify such person against such liability under the provisions of this Article VIII.

Section 8.4. No Retroactive Application. No amendment to these bylaws shall operate retroactively to diminish any right to indemnification or advancement of expenses.

ARTICLE IX

AMENDMENTS TO BYLAWS

Except as set forth in the General Corporation Law of Delaware, these Bylaws may be adopted, amended or repealed by the vote of a majority of Board members at a duly convened meeting of the Board at which a quorum is present and pursuant to written notice to the Board members of that purpose.

ARTICLE X

DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution or liquidation of Academia Antonia Alonso Charter School, the Board of Directors, after paying all or making provision for all the liabilities of Academia Antonia Alonso Charter School shall transfer all the property and assets, of any nature, of Academia Antonia Alonso Charter School to such organizations organized and operated exclusively for such educational or charitable purposes as shall at that time qualify as exempt from taxation under Section 501(c)(3) of the Code.

Any such property or assets not so disposed of in accordance with the aforementioned procedures shall be disposed of by a Court of competent jurisdiction in the County in which the principal office has been located, to such organization or organizations as such Court shall determine, which are organized and operated for such purposes as stated above.

ARTICLE XI

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 12.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of Academia Antonia Alonso Charter School, in addition to the officers so authorized by these Corporate Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of Academia Antonia Alonso Charter School and such authority may be general or expressly limited to specific instances.

Section 12.2 Checks. Drafts. Except for those normally executed in the regular course of business, all checks, drafts or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Head of School, Chairperson and countersigned by the Chairperson or Treasurer or Secretary of Academia Antonia Alonso Charter School.

Section 12.3 Deposits. All funds of Academia Antonia Alonso Charter School shall be deposited from time to time to the credit of Academia Antonia Alonso Charter School in such banks, trust companies or other depositories as the Board of Directors may select.

Section 12.4 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. Members of the Board of Directors may not accept gifts made personally to them as a result of or by virtue of their membership on the Board.

ARTICLE XII

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Corporate Members, Board of Directors, and Committees having any of the authority of the Board of Directors, and shall keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any Corporate Member, or such Corporate Member's agent or attorney for any proper purpose at any reasonable time. Furthermore, the school shall establish a policy for making records available to the public that is compliant with FOIA.

ARTICLE XIII

FISCAL YEAR

The fiscal year of the Corporation shall be the calendar year, beginning on July 1st and end on June 30.

ARTICLE XIV

SEAL

The Corporate seal shall have inscribed thereon the name of the Corporation and the words "Corporate Seal, Delaware".

ARTICLE XVI

WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Act or under the provisions of the Articles of Incorporation or these Corporate Bylaws, a waiver thereof in writing signed by the person or persons entitle to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

WRITTEN CONSENT OF INCORPORATOR
OF
Academia Antonia Alonso

IN LIEU OF ORGANIZATION MEETING

The undersigned, being the sole incorporator of Academia Antonia Alonso, Inc., a Delaware non-stock, nonprofit corporation (the "Corporation'), pursuant to section 108 of the General Corporation Law of Delaware, for purposes of taking action required or permitted to be taken at the organization meeting of the Incorporator, hereby adopts the following resolutions, as of December 1, 2011, with same force and effect as though such resolutions had been adopted at a duly convened meeting of the Incorporator:

1. **Approval of Bylaws**

RESOLVED: That the Bylaws of the Corporation for the regulation of the business and affairs of the Corporation, which have been presented to and reviewed by each director of the Corporation, shall be, and hereby are, adopted and approved as the Bylaws of the Corporation and such Bylaws shall be inserted in the Minute Book of the Corporation.

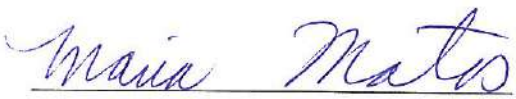
2. **Electing Directors**

RESOLVED: That pursuant to section 108(a) of the General Corporation Law of Delaware and Section 9 of the Certificate of Incorporation, each of the following be, and he or she hereby is, elected to serve as a Director of the Corporation, each to serve until the first regular meeting of the Board of Directors held in 2011 or until his or her successor shall have been duly chosen and qualified:

Maria Matos
Maria Alonso
Riccardo Stoeckicht
Brian Fahey

The incorporator, by signing this consent, waives notice of the time, place and purpose of the organization meeting of the Incorporator and agrees to the transaction of the business of the organization meeting by written consent of the Incorporator in lieu of such organization meeting.

APPROVED:



Maria Matos

MARIA MATOS
808 W. 10th Street
Wilmington, Delaware 19801
302-656-8967 (Home)
302-655-7338 (Office)

EXPERIENCE

1995 to Present **LATIN AMERICAN COMMUNITY CENTER**
Executive Director

Major Responsibilities:

- Management of all Center Operations, including personnel, finances and facilities
- Work closely with Board of Directors to formulate and implement Center's policies
- Strategic planning
- Manage and evaluate Center's services to meet needs of community
- Develop operating budget
- Secure funding to support agency's programs and services, and manage funding
- Monitor fiscal operations
- Develop and maintain relationships with philanthropic community, government agencies, education system, news media, business community and civic associations
- Develop and sustain open channels of communication with constituents.

1985 - 1995 **CHESAPEAKE BAY GIRL SCOUT COUNCIL, INC.**

Director of Community Development 1993-1995

Major Responsibilities:

- Marketing and Community Relations
- Fund Development and Management
- Project Implementation
- Team Development and Supervision

Director of Membership and Marketing 1992-1993

Major Responsibilities:

- Corporate Management
- Membership Development
- Supervision of Membership Staff
- Marketing
- Fund Development
- Volunteer Management

Chesapeake Bay Girl Scout Council (cont'd)

Field Executive 1985-1992

Major Responsibilities:

- Provide staff direction to Areas
- Meet established membership goals
- Analyze and identify needs for service
- Membership recruitment
- Recruit, appoint, supervise and evaluate volunteers

1974 - 1985

St. Pauls School
1000 West 3rd St.
Wilmington, Delaware 19805
Supervisor: Gladys Glover

Major Responsibilities:

- Taught reading and math skills to educationally deprived students in grades one to six
- Designed educational games and materials to assist the students with the learning process
- Provided classroom management
- Coordinated childhood educational seminars, stress-management seminars and field trips for both parents and students
- Collected data and recorded results of those activities mentioned above.
- Provided testing, analysis of results and determined eligibility of incoming students.

EDUCATION

University of Delaware, Newark, Delaware
Certificate in Nonprofit Management

Delaware Technical & Community College, Wilmington, Delaware,
Human Services Courses

Delaware State College, Dover, Delaware
Elementary Education Major

Institute of Family Counseling, Philadelphia, Pennsylvania,

AFFILIATIONS

Secretary	Hispanic Festival, Parade and Pageant
Commissioner	Wilmington Housing Authority
Chair	Personnel Committee WHA
Chair	Selection Committee WHA
Chair	United Way of Delaware Hispanic Leadership Task Force
Secretary	Roberto Clemente Baseball League
Commissioner	Governor's Council on Volunteer Services
Committees	Vision, Governor's Awards and Youth
Member	Hispanic Consortium of Delaware
Member	Westside Neighborhood Coalition

	Member	Hogar Crea International
	Vice-president	Hispanic Coalition of Delaware

SPECIAL WORKSHOPS

Political Skill Building for Women
Enhancing Efficiency and Effectiveness in State Government
Image and Communication Skills for Women
Multi-council, Multi-cultural: Crossing the Divide
Networking: Building a Collaborative Community
How to Get Things Done
Recruiting and Utilizing Volunteers
Survival Skills for Volunteer Managers
Educating Racially and Culturally
Career Development for Minority Staff
Managing Diversity
The Manager's Role as Coach
Assertiveness Training for Professionals
Leadership & Supervisory Skills for Women

LANGUAGES

Read, write and speak Spanish

HONORS

Listed in *Who's Who Among Hispanic Americans*
Latin American Community Center Board of Directors' "Outstanding Community Service Award."
Leadership Delaware Graduate

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4/21/96

Maria T. Alonso, Ph.D.
975 Westtown Rd.
West Chester, Pennsylvania 19382
302.530.9298; 610.633.9122

EDUCATION

Ph.D., Clinical Psychology 1987-1996
Fordham University, New York
Honors: Presidential Scholarship

B.A., Economics 1982-1984
New York University

Swarthmore College, Pennsylvania 1980-1982
Major: Economics, Minor: Psychology
Honors: Armington College

OTHER EDUCATIONAL EXPERIENCES

Healing the Light Body School, New York 2006-2009
Training and Certification in Energy Medicine based treatments.
Supervisor: Alberto Villoldo, Ph.D.

Family Studies, Inc., New York 1994-1996
Family Therapy Training and Supervision.
Supervisor: Salvador Minuchin, M.D.

Center for the Study of Anorexia and Bulimia, New York 1990-1993
Three-year training program for the treatment of eating disorders.

WORK EXPERIENCE

Westtown School, Clinical Psychologist (PK-12) 2010-present
Oversee the psychological care and educational needs of over 700 day and boarding students in this Quaker educational setting. Work with multidisciplinary teams to develop and execute individualized plans that will support students. Consult with teaching faculty, dorm faculty, deans, principals, head of school and student leaders to promote a healthy and thriving community.

Private Practice, Delaware and Pennsylvania 2002-present
Individual, group and family therapy. Diverse clinical population including children, adolescents and adults.
Brief and long term therapy. Specialty in eating disorders.
Psychoeducational testing for children and adults.

Clinical and Supervising Psychologist 2006-2010
Westside Family Health Inc., Delaware
Outpatient based treatment for Hispanic children, adolescents and adults.
Supervised clinicians on site.

Psychoeducational Consultant 2002-2006
The Spanish Garden, Delaware
Founding member and provider of psychoeducational services for children ages 2-8 in this language immersion school. Additionally, supervised the financial operations of the organization.

Private Practice, New York 1997-2002
Individual, group, couples and family therapy. Diverse clinical population including children, adolescents and adults.
Brief and long term therapy. Specialty in eating disorders.

Associate Director, Individual and Group Services 1996-1999
American Eating Disorders Center, New York
Individual and group therapy for eating disordered patients.
Supervised training psychologists and clinical social workers.
Lectured at high schools and colleges.

Director of Curriculum 1997-1998
National Institute of Psychotherapies, New York
Participated in the development of a Psychotherapy and
Sprituality training program for psychotherapists and clergy.

Staff Therapist 1990-1997
Psychology and Family Therapy Associates, New York
Outpatient based treatment with individuals, couples and family.

Staff Therapist 1990-1997
Center for the Study of Anorexia and Bulimia, New York
Individual treatment, short and long-term groups. Led the Family and Friends Support Group. Lectured at high schools and colleges.

Psychology Intern 1993-1994
Lenox Hill Hospital, New York
Internship program accredited.

Staff Therapist 1990-1991
Washington Square Institute, New York
Outpatient based individual treatment with an adult population presenting with a variety of clinical entities.

Psychology Trainee, Practicum in Psychotherapy 1990-1991
Fordham University Counseling Center, New York
Individual psychotherapy with late adolescents and adults.

Psychology Trainee, Practicum in Clinical Training 1989-1990
Children's Village, New York
Worked with a multidisciplinary team at a residential treatment facility for boys between the ages of five and sixteen.

Group Facilitator 1986-1987
Intensive Learning Center, Delaware
Implemented DUSO program for elementary-age children struggling with learning and emotional challenges.

Therapeutic Companion 1985-1986
City University of New York, New York
Worked daily to engage a six year old autistic boy in music, sports and play activities on a one to one basis.

TEACHING EXPERIENCE

Child Psychology, Adjunct Professor — Summer 2008
Neumann College, Pennsylvania
School for Pastoral Counseling

Introductory Psychology, Adjunct Professor — 1989-1990
Fordham University, New York
School of General Studies

Developmental Psychology, Adjunct Professor — Summer 1989
North General Hospital, New York
School of Nursing

RESEARCH

Dissertation — 1994-1996
Title: Predicting Treatment Motivation in Adolescent Substance Abusers.

Masters Thesis
Title: Separation Individuation in Late Adolescents and the Role of Attachments. — 1990-1992

PRESENTATIONS

Nickelodeon, New York — February 1997
Nationally televised interview regarding the impact of beauty pageants on young girls psychological development, including the impact on self-esteem and body image.

CNN International, New York — August 1993
Thirty minute interview regarding eating disorders among Hispanic females.

Alonso, M., Busch-Rossnagel, N., Sorrel, G. — May 1992
Separation Individuation in Late Adolescents and the Role of Attachments.
Paper presented at the Twenty Second Annual Symposium of the Jean Piaget Society.

SPECIAL SKILLS

Native fluency in Spanish.

PROFESSIONAL AFFILIATIONS

Delaware Psychological Association, State Advocacy and Legislative Chair

BRIAN FAHEY

608 Whitby Drive
Wilmington, DE 19803

302-654-2231 (H)
302-530-0772 (C)

bfahey@wilmingtonfriends.org

EXPERIENCE

Wilmington Friends School

Lower School Teacher (September 1989-present)

- Fifth grade, Language Arts, Math, and Social Studies
- First and second grade Science
- Self-contained third-fourth vertical
- Self-contained third grade
- Self-contained first grade
- Part-time seventh grade Math

Special Recognition:

- Two DuPont Mini-Grant awards
- Two MBNA Excellence in Education grant awards
- Yearbook Dedication, 2002

Other Duties:

- Team Coordinator, third-fifth grades
- Fifth Grade Dean, 1999-2008
- Content Coordinator, language arts
- Faculty meeting clerk
- Various ad-hoc and standing committees such as Assessment, Academic Steering, Tech Steering, Admissions, and Quaker Life
- Co-coordinator of New Faculty Program

Middle and High School Teacher (September 1985-June 1989)

- Acting Head of Middle School, spring 1988
- Grade Dean, fifth grade, 1986-1989
- Fifth grade Social Studies
- Eighth grade Social studies
- Tenth grade European History
- Eleventh grade Peace, Justice, and Social Change
- Senior seminar
- Part-time Physical Education

Coaching:

- Middle school football, basketball, baseball, field hockey
- Varsity and Junior Varsity basketball and field hockey

OTHER LEADERSHIP

•Delaware Blue-Gold Basketball Committee, member of the board (2000-present)
•Delaware Interscholastic Basketball Coaches Association, past president and office holder for eleven consecutive years
•DIAA Boy's Basketball State Tournament Committee, member (1999-present), chairperson (2007-present)
•Delaware Basketball Hall of Fame Committee, Chairperson
• Wilmington Monthly Meeting, Clerk of Religious Education Committee, member of Committee on Care of Meeting, Recording Clerk, First Day School teacher

RECENT SERVICE TO THE PROFESSION

•Presented at conferences (NCISR, Children's Literature New England)
• Delaware Interscholastic Basketball Coaches Association clinics
•Brandywine YMCA youth coaching clinics
• Middle States Association of Schools and Colleges: served on accreditation-evaluation teams
• John Newbery Medal Award Committee, 2010-2011
• Member of Powerful Learning Practice Cohort, 2010-2011

PERSONAL

Married to Rebeca Fahey

EDUCATION

University of Delaware, Newark, Delaware. Master of Arts in Liberal Studies, expected fall 2011.

University of Pennsylvania, Philadelphia, Pennsylvania. Graduate Studies in Education, 1988-1990

University of Delaware, Newark, Delaware. Bachelor of Arts, English and Political Science, 1985.

REFERENCES

Lisa Darling
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Alison Levie
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West Chester, PA 19382-5652
(610) 429-3510

Harry Hammond
13 Ivy Road
Wilmington, DE 19806
(302) 652-5881

R I C C A R D O S T O E C K I C H T

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WILMINGTON, DE 19808

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(302) 893.1717 (CELL) rstoeckicht@yahoo.com

Profile: Multi-cultural, multi-lingual business executive and entrepreneur with extensive experience in the management of profit and nonprofit endeavors. Managed functional/business organizations in an international environment, and led negotiations to implement strategic business alliances. As a seasoned environment builder operates through high performing teams or networks. Known for integrity and accountability.

AREAS OF EXPERTISE AND EXPERIENCE

* Vision-setting Leadership
* Strategic Thinking & Planning
* New Business Initiatives
* Restructuring/Re-vitalization
* Organizational Leadership
* Management of Administrative Functions
* Financial Management
* Planning and Control

SELECTED ACCOMPLISHMENTS

Non-Profit Management & Leadership

Responsible for all Finance, Human Resources, Strategic Planning, Facilities and I.T. management activities for a leading educational foundation with a $5 million operating budget. Currently acting as an operations management loaned executive to organizations incubated by the foundation.

- Led the restructuring of the foundation in response to the 2008/2009 economic downturn
- Provided strategic financial and operation guidance to an investee, returning the organization to a break-even position in 2 ½ years.
- Renegotiated several vendor contracts reducing operating and consulting costs by $250K
- Strengthened financial reporting and human capital management practices for the foundation

Responsible for the Finance, Information Technology, Human Resources, Early Development, Youth Services, Lead Abatement and Workforce Development areas of Delaware's largest Latino-serving Agency's, representing 60% of the organization's operating budget.

- Managed all Agency operations during absence of Executive Director
- Spearheaded the restructuring of the organization to align it with a mission-based end-state leadership structure
- Led the negotiations for the merger of a Children & Families First program into LACC programs
- Coordinated the acquisition of the Children & Families First facility at 301 N. Harrison Street
- Oversaw the growth of child and youth programs doubling the revenue generated from service fees
- Implemented No Child Left Behind service programs, driving the proposal process for a second grant of $0.73 million
- Led the development and implementation of the Agency's Mental Health Program

Management Consulting Services

Advisor to the Executive Director - Designed and conducted the 5-year strategic planning process for the largest multi-service non-profit agency serving the Hispanic population in Delaware. Redesigned the agency's organizational structure creating competency-based leadership position descriptions, and coordinated the hiring process for key management positions. Organized cultural events and art exhibits; developed the 2004 Annual Report. Created and implemented cash flow based management reporting tools.

Business Development Consultant - Increased sales of Delaware's premier digital fine art company, from $10,000 to $100,000 in the first year of operations negotiating a technology agreement with E.I. DuPont de Nemours, and fine art content agreements with Winterthur Museum and Gardens, the Delaware Art Museum and the Wilmington Public Library.

Business Leadership and Marketing

Established a brick and click enterprise distributing Latin art in the United States using an innovative gallery networking system integrated with a niche portal website. Recognized as the premier supplier of Latin art in the Delaware Valley; collaborating with the Delaware Art Museum and other non-profit organizations for Latin American art sales and exhibits.

Leading a high performance team restructured and redirected a marginally performing, $10 million carpet yarn business in South America. Business evolved from a $1 million loss to a $1 million profit within a year. Assessed market potential and implemented an innovative business plan establishing the company as a leading player in the Brazilian carpet market.

While successfully negotiating a $100 million joint venture with Brazil's leading textile manufacturer, established the cultural and relational foundation for negotiations leading to the immediate expansion of the venture. Saved the company $10 million in shutdown costs and avoided a $16 million earnings impact to company results.

Management

Closed a carpet yarn plant for 90 days without affecting customer service. leading to a significant reduction of excess inventories. Implemented business management processes to continually optimize inventory levels. Prevented shutdown layoffs by effective manpower scheduling.

Management of functional, business and manufacturing organizations with up to 200 employees.

MANAGEMENT & PROFESSIONAL POSITIONS

The Rodel Foundation of Delaware 2007 - Present
Chief Operating Officer
Latin American Community Center 2004 - 2007
Assistant Executive Director
Overseas Arts, LLC – Wilmington, DE 1998 - Present
Founder & CEO
DuPont do Brasil, S.A
Human Resources Director
E.I. DuPont de Nemours & Co., Wilmington, DE
Global Manager - Nylon Polymer & Salt
DuPont do Brasil, S.A
South America Business Leader - Carpet Business, Nylon Raw Materials and Polymer
New Business Manager - Textile Nylon
E.I. DuPont de Nemours & Co., Wilmington, DE
Principal Consultant - Corporate Acquisitions and Divestitures
DuPont do Brasil, S.A.
(Largest South American subsidiary of E.I. DuPont de Nemours)
Leadership positions held: Controller, Treasurer, Administrative Superintendent, Plant Controller, and Financial Manager.

COMMUNITY AFFILIATIONS

Delaware Community Foundation – Finance Committee 2006 - 2007
Latin American Community Center, Delaware
Board Member 2000 - 2003
Executive Committee Member 2001 - 2003
Nuestras Raices – Latin Culture Organization, Delaware
Board President 2000 - 2005

CULTURAL ENDEAVORS

Exhibition Guest curator, *Hispanic Lives, Latin Worlds – Simple Complexities* at the Delaware Art Museum 2008
Exhibition Co-curator, *A World of Latin Artists*, held at the Delaware Art Museum downtown gallery 2001

EDUCATION

M.B.A. - Finance, Beta Gamma Sigma Honor Society Northeastern University, Boston, MA
B.A. - Mathematical Economics, French Brown University, Providence, RI

INTERNATIONAL & MULTI-CULTURAL CAPABILITIES

Fluency in English, Portuguese, Italian, Spanish

Caridad Alonso
115 Christina Landing Drive Unit 906
Wilmington, DE 19807
302.598.6268

A. **Education**

- *Master of Education*, Instruction of Exceptional Children and Youth, specialty in Technology (September 1992 - August 1996). University of Delaware.
- *Bachelor of Arts and Science*, Anthropology and Foreign Languages and Literature (September 1986 - September 1991). University of Delaware.
- Delaware Standard Certificate: *Teacher of Exceptional Children - LD, SED, MH (1-12)* (May 2007 - June 2012).
- Delaware Standard Certificate: *Specialized Assignment - Spanish Language Mentoring Coordinator* (May 2007 - June 2012).
- Delaware Standard Certificate: *Reading Specialist* (May 2007 - June 2012).

B. **Teaching Experience**

- **Reading Specialist** (September 2002 to present)

William C. Lewis Dual Language Elementary School

Assist classroom teachers in selection of students in need of specialized reading instruction. Provide diagnostic, prescriptive and evaluative services for struggling readers.

Employ research-based interventions in both English and Spanish within the Response to Intervention process. Consult with teachers and parents to recommend reading strategies to improve students' literacy skills. Coordinate school wide reading intervention and literacy programs.

- **Spanish HOSTS Coordinator** (January 2000 - June 2002)

William C. Lewis Dual Language Elementary School

Assessed and identified students in grades K-3 reading below grade level in their native language. Recruited and trained Spanish speaking mentors to provide individualized instruction to students in the HOSTS center. Reviewed program impact information and provided feedback of student's progress to parents, teachers, and building administrators.

- **Foreign Language Elementary Teacher** (September 1998 - December 1999)

William C. Lewis Dual Language Elementary School

Taught Spanish to English native speakers in grades 1-3. Created thematic units to support second language acquisition. Employed meaningful use of realia (concrete objects) and Total Physical Response techniques (context-specific movements) to develop content area vocabulary in the target language.

- **Elementary Special Education Teacher** (October 1996 - June 1998)

Jennie E. Smith Elementary, Christina School District

Team-taught with a regular education teacher and instructed 25 students in a TAM classroom setting. Modified and adapted the general curriculum to meet the individual educational needs of each student. Developed IEP's and behavior modification plans. Instructed students with the following disabilities: Learning Disabled and Educable Mentally Handicapped.

- **Special Education Teacher** (September 1995 - May 1996)

Douglass, Christina School District

Team-taught with a regular education teacher and instructed 23 students in a TAM classroom setting. Created and managed a successful learning environment by customizing instruction to meet specific student needs in the content areas. Developed IEP's and behavior modification plans. Instructed students with the following disabilities: Learning Disabled and Educable Mentally Handicapped.

C. **Leadership Activities For Training Teachers:**

- **Co-founder, Curriculum Director & Professional Development Trainer** (September 2001 - June 2006)

El Jardín Español/The Spanish Garden

Co-founded a Pre-K full immersion foreign language program in Spanish and a Partial-Immersion K-1 in Spanish and English for English native speakers. Designed and developed the curriculum using current research and best teaching practices. Trained teachers to implement the curriculum using instructional strategies to accelerate acquisition of the target language.

- **Family Literacy Consultant** (September 2007 to June 2010)

University of Delaware, Center for Teacher Education

Provided scientifically-based reading readiness workshops in both English and Spanish to families with children in New Castle County, Head Start.

- **English Language Learner Elementary Support Specialist** (September 2003 to present)

Red Clay Consolidated School District

Facilitate monthly professional development workshops. Train K-12 teachers and paraprofessionals to develop English Language Learners' literacy and subject matter knowledge using effective research-based instruction.

- **Family Literacy Consultant** (September 2009 to present)

Red Clay Consolidated School District

Create and present literacy workshops specifically for Latino parents in their native language to support their children's reading skills at home.

D. **Additional Professional Activities**

- **Reach Team Coordinator** (September 1999 - June 2002)
- **Team Leader** (September 1999 - June 2000)
- **Even Start Parent Coordinator** (Summers 1995 & 1996)
- **Authored Grant**: Total Physical Response Storytelling Workshop ($2,900.00), William C. Lewis Elementary Dual Language Elementary School.
- **Co-authored the following grants:** After School Writing ($35,000.00), Jennie E. Smith Elementary School; Eisenhower Foreign Language ($5,000.00), William C. Lewis Dual Language Elementary School.
- Member of the *Delaware State Education Association*
- Member of the *Delaware State Teacher of the Year Association*
- Member of the *Delaware Teacher of the Year Statewide Advisory Board*

E. **Awards**

- **Delaware State Teacher of the Year** (2007).
- **Red Clay Consolidated School District Teacher of the Year**, (2007).
- **Teacher of the Year**, William C. Lewis Dual Language Elementary School (2002 & 2007).
- **University of Delaware CHEP Alumni Award** (2007).
- **Outstanding Service Award—Hispanic Educator***,* Channel 6 WPVI Community Advisory Board (October 2004).
- **Superstars Award in Education**, for mentoring partnership with Padua Academy (June 2001).
- **Exemplary Award for Spanish HOSTS Site** (June 2001).

WILLIAM J. HUTCHINSON

132 Ponds Lane
Greenville, DE 19807
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wj_hutchinson@me.com

PROFESSIONAL EXPERIENCE

ICI AMERICAS INC., Bridgewater, New Jersey — 1972 – 2003
President, General Counsel and Director — (Retired)

ICI AMERICAN HOLDINGS INC., Wilmington, Delaware
Vice President, General Counsel, Secretary and Director

INDEPENDENT INTERNATIONAL CORPORATE LEGAL CONSULTANT — 2003 – Present

MEMBER OF THE AAA (AMERICAN ARBITRATION ASSOCIATION) NATIONAL ROSTER OF NEUTRALS/AAA PANEL OF ARBITRATORS — 2004 -- Present

ICI Americas Inc. and ICI American Holdings Inc.:

$4 billion US operating subsidiary and holding company of $10 billion UK multinational paints, specialty and general chemicals and flavors and fragrance company, Imperial Chemical Industries PLC (listed ADR on the NYSE).

- Served multiple legal, Board, executive committee, management team and corporate governance roles across the US operating companies, financing and special purpose vehicles. Managed and handled a full range of legal and regulatory matters on a cost effective basis in support of ICI's business and corporate operations in the US, both as Law Department head and active legal practitioner.

  Actively led or participated in all aspects of virtually every merger, acquisition and divestment transaction conducted by ICI in or affecting the US, as well as joint ventures in Latin America, including transaction strategy, planning and structuring, due diligence, negotiation, drafting and post-closing phases.

  On the commercial side, counseled and advised the US businesses (and off-shore affiliates) either as dedicated division/business counsel or in specialized legal areas, including antitrust, finance, complex litigation management and strategy, employment, insurance, customs and international trade, corporate governance and compliance, environmental law and agchem and pharmaceutical regulation. Negotiated, drafted and administered a broad range of complex commercial and financial agreements, both in the US and internationally.

Developed, authored and successfully implemented (US) ICI Corporate Code of Business Conduct and ICI Compliance Program (including anonymous call-in "Speak Out Line"); authored and implemented "USA Antitrust Compliance Policy and Guide," currently in use across US businesses.

- Held multiple board memberships and officer positions in subsidiary and affiliated companies in the US.

- Discharged oversight, dispute resolution and management responsibilities relating to employee pension and benefit plans and plan implementation and administration; member and chair of Employee Benefits Administration Committee.

- Performed oversight and management responsibilities relative to corporate environmental compliance and site remediation and post-closing environmental legacy obligations relative to divested businesses.

COMMUNICATIONS SATELLITE CORPORATION, Washington, DC 1969 – 1972
Assistant to the Director, International Agreements

- As a member of the Comsat delegation team, participated in the planning, drafting, negotiation and implementation of Definitive Arrangements for the International Telecommunications Satellite Consortium (INTELSAT), a multinational treaty organization and global communications satellite operating system in which Comsat (a congressionally chartered corporation) was appointed the US representative.

NEIGHBORHOOD LEGAL SERVICES, INC., Hartford, CT 1968 – 1969
Attorney

- Staff Attorney for OEO-funded community based legal services organization. Performed full range of litigation and counseling services for indigent clients and community support groups.

EDUCATION

J.D., 1967
University of Michigan Law School, Ann Arbor, MI

University of Michigan Law School/Ford Foundation Grant Recipient (public international law): University of The Republic, Montevideo, Uruguay, 1967 – 1968

A.B., Government, 1964
The College of William and Mary, Williamsburg, VA

Phi Beta Kappa

BAR MEMBERSHIPS

Connecticut
District of Columbia

PROFESSIONAL MEMBERSHIPS

ABA (including Business Law Section)
ACCA

FOREIGN LANGUAGES

Spanish

Kathleen F. Laskowski

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kathy.laskowski@gmail.com

Objectives

- To guide and stimulate young children to develop to their full potential, through creative, developmentally appropriate education
- To support parents in their role as educators of their children
- To partner with other like-minded educators as part of an energetic team
- To serve the community through my professional talents and experience
- To grow professionally and help others to grow

Professional Achievements

- **Established new innovative outreach preschool program for Wilmington Friends School and served as lead teacher (Wilmington DE, September 2004 to June 2009)** Designed new program located in inner city for 3-5 year olds; program's goal to reach out to population traditionally underserved by Friends; serves as lead teacher; incorporates non-traditional education venues, e.g., ballet classes at Grand Opera, frequent use of urban resources, participation in cultural life of city; developed and supervises aftercare program; coordinates efforts with congregation (First and Central Presbyterian Church, where the preschool is located); works with the City of Wilmington, Wilmington Renaissance Corporation and Christiana Care Health System to develop highly visible programming and community support; organized fund raiser for the preschool program; works closely with parents and co-teacher; supervises associate teachers and visiting students; represents program to Friends' administration and Board.

- **Taught Early Intervention Preschool class at Vitalistic Therapeutic Center (Allentown PA, 2001 - 2003)** Lead teacher for classes of 3-5 year old children with developmental delays; worked closely with representative from Carbon-Lehigh Intermediate Unit 21 to plan program for social and educational growth of children; developed yearly Individual Educational Program for each child and met with parents to discuss plans; coordinated with mental health professionals to support children; supervised paraprofessionals who assisted with children; integrated the educational program into the surrounding community with walking trips and driving the school van on weekly outings; collaborated with fellow teachers to develop strong and integrated curriculum

- **Assisted teachers in Kindergarten and grade 2 at Lower Milford School (Southern Lehigh School District, Coopersburg, PA, 1999 -2001)** Worked individually with children who needed support; directed reading groups; administered individual assessments of children; provided support wherever necessary for classroom teachers; performed duties of lead teacher in her absence

Work Experience

- Preschool teacher, 2 and 3 year old classes, Village School, Lower Milford, PA
- Gymboree Educator, Fort Washington, PA
- Resource Room Teacher, learning disabled students, Western Avenue School, Flossmoor IL
- Teacher, 4 - 6 year old class for Delaware County Intermediate Unit 25 at Harvard Avenue School, Swarthmore, PA

Education

- Temple University 1975 Summa cum Laude early childhood education
- MA Temple University 1976 special education

    - Master Thesis: Early Childhood Special Education in Scotland compared with the United States
- MA St Joseph's University West Hartford, CT Pastoral Ministry

Personal Experience
married, 4 children (ages 28, 26, 22, 19)
active in school life of children
active in parish communities
enjoy reading, music, yoga, skiing, choir, travel

Professional Associations
National Association for the Education of Young Children
Delaware Association for the Education of Young Children
Nursery-Kindergarten Association of Delaware
Early Childhood Educators in Friends Schools

Continuing Education
World Forum on Early Childhood Education, Belfast, Ireland, June 2009
Fall Conferences of DE Association for the Education of Young Children, 2005, 2007, 2009
Annual Conference of National Association for the Education of Young Children, November, 2007, 2009
DE Department of Education Professional Development Cluster - Rethinking and Researching Asia IV, January - December, 2006

References
Bryan Garman, Head of School, Wilmington Friends School
Douglas Gerdts, Pastor, First and Central Presbyterian Church
Eunique Sudler-Lawrence

WILLIAM E. MANNING

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Wilmington, DE 19806
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(302) 421-6868 (Bus.)
wmanning@saul.com

EDUCATION

University of Louisville School of Law, J.D., *cum laude*, 1976

University of Delaware, B.A. Economics and Political Science, 1973

PROFESSIONAL CAREER

Saul Ewing, LLP – Managing Partner - Wilmington Office
2009 - Present

Buchanan Ingersoll & Rooney – Managing Partner – Wilmington Office
2000 - 2009

Duane, Morris & Heckscher – Partner
1986 - 2000

Prickett Jones & Elliott, P.A. – Partner
1983 - 1986

Counsel, then Chief of Staff to Governor Pierre S. duPont, IV
1979 - 1983

Richards Layton & Finger – Associate
1977 - 1979

The Honorable Caleb R. Layton – Law Clerk
1976 - 1977

AREAS OF PROFESSIONAL CONCENTRATION

Business Litigation

Higher Education Law

Land Use and Land Use Litigation

Commercial and Real Estate Transactions, Financings and Litigation

ADMITTED TO PRACTICE

United States Supreme Court

Third Circuit Court of Appeals

United States District Court for the District of Delaware

Supreme Court of Delaware

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

District of Delaware - Federal Bar Association

Delaware State Bar Association

PROFESSIONAL AND COMMUNITY ACTIVITIES AND AWARDS

Ally Bank – Member, Board of Directors

Delaware State Chamber of Commerce – Executive Committee

Red Clay Consolidated School District – Board Member – 1988-2003

MOT Charter School – Board Member

Delaware Charter Schools Network – Board Member

Selected for inclusion in *The Best Lawyers In America, Chambers USA, America's Leading Lawyers for Business* and *Delaware Superlawyers*

Selected by The Center For Education Reform for its annual "Unsung Hero" Award - 1998

Alexis Yvonne Simms

237 Ridge Road
Claymont, DE 19703
Phone (302) 753-2343

EDUCATION

2007 – Present	Delaware Technical & Community College
2002 – 2003	Delaware State University
1998 – 2002	William Penn High School

EMPLOYMENT

8/2011– Present EDC Coordinator, Latin American Community Center

- Provide children with a safe, enriching environment that enables them to gain confidence, skills, cognitive development and self-esteem; oversight for the health and well-being of all children
- Maintain client and staff confidentiality
- Work with Program Manager to provide curriculum support, coaching, and training of EDC Staff
- Manage child outcomes and ETO tracking of children
- Coordinate EDC work flow, including requests for supplies, repairs, vacation requests and sick leaves
- Complete Environmental Rating Scales in LF I classrooms
- Participate in agency and departmental meetings as required
- Maintain maximum enrollment of program
- Establishes and maintains filing system for the department including follow-up files.
- Keeps a variety of department records; collects and compiles data into final form for manager's review. Orders and distributes supplies and equipment and maintains inventory.
- Prepare purchase requests with adequate information for approval of the same. Assures all required signatures area obtained prior to submitting for payment.
- Participation in strategic planning, budget development and management processes. Implementation of strategic plan action programs.
- Train volunteers that meet regulatory requirements, ascertaining proper performance of assigned responsibilities.
- Resolve Parent Grievances
- Ability to meet, converse and work with a wide variety of officials, employees, clients and the public.
- Ability to work effectively with others, both in individual and team settings
- Ability to meet pre-established timeframes and deadlines
- Ability to assess information and make proper recommendations and referrals
- Ability to handle sensitive and/or emergency situations
- Ensures that the department maintains compliance with all state licensing and grant requirements
- Support Delaware Stars Quality improvement Efforts
- Strong skills in written and oral communication, interpersonal relations with persons from varied socioeconomic backgrounds
- Strong organizational and planning skills
- Perform related duties as required.

6/2011 – 8/2011 Summer Camp Counselor, Latin American Community Center
- Responsible for the daily functions and duties of age group assigned.
- Promote the safety and well-being of children.
- Ensure quality education, respect and fun for all children.

8/2010 – 6/2011 School Age Site Assistant, Latin American Community Center
- Assist program coordinators with the daily functions and duties of the program.
- Promote the safety and well-being of children.
- Ability to "float" between various duties as requested by the program coordinators, especially in the reception area and various enrichment activities.
- Ensure quality education, respect and fun for the children.

9/2009 – 8/2010 Early Development Teacher, Latin American Community Center
- Created and implemented lesson plans for children 36 – 48 months based on Creative Curriculum.
- Worked with children to develop social skills and foster positive relationships with teachers and peers.
- Enforced a positive behavior system in order to maintain classroom management.
- Communicate and develop relationships with families in order to best serve the children.
- Sanitized equipment, toys, furniture, etc. according to DE licensing standards.
- Helped children develop coping skills through positive reinforcement.
- Helped children develop communication skills.
- Helped Spanish speaking children develop communication skills in English, as well as encouraging those same skills in their native language.

9/2008 – 9/2009 Early Development Assistant Teacher, Latin American Community Center
- Assist with implementing lesson plans based on Creative Curriculum for children 24 – 36 months.
- Work closely with the children under the supervision of the teacher.
- Reinforce the positive behavior system set in place by the teacher.
- Sanitized equipment, toys, furniture, etc. according to DE licensing standards.
- Assisted teacher with diapering and children who were potty training.
- Helped Spanish speaking children develop communication skills in English, as well as encouraging those same skills in their native language.
- Helped children develop communication skills.

1/2007 – 9/2008 Unique Alternative Paraprofessional, Shue - Medill Middle School
- Assist student with Epilepsy to classes and with class work.
- Keep close watch on seizure activity with daily documentation.
- Responsible for executing established behavior management plan for student's aggressive and non-compliant behavior.

8/2006 – 12/2006 Unique Alternative Paraprofessional, John G. Leach School
- Responsible for implementing a behavior management plan for a student with aggressive behaviors.
- Worked with student in classroom setting in order to keep student included with classmates.
- Worked alongside Occupational, Physical, and Speech therapists to ensure student's cooperation and compliance.

6/2006 – 8/2006 Paraprofessional, Delaware Autism Program

- Assist with implementing individualized curriculum and objectives for each student.
- Work with students to develop language, social, and coping skills
- Help students utilize alternative methods of communication in addition to developing verbal skills.

5/2005 – 6/2006 Assistant Teacher, Great New Beginnings

- Assisted Head Teacher with weekly classroom curriculum for children ages 18 – 42 months.
- Curriculum included: language skills, reading, music, counting, shapes, and colors in both English and Spanish, gross and fine motor skills, art, science, sensory, exercise, and outside activities.
- Worked to foster positive social interaction with peers and adults through verbal skills.
- Strived to help develop emotional coping skills through positive reinforcement.

SKILLS

Previous work experience has allowed me to develop valuable multitasking, time management, problem solving, and project organization skills while keeping an eye on the details. I passed the ParaPro Assessment. I am certified through the State of Delaware as an Early Education Teacher. Computer skills: Microsoft Windows 95-XP, Macintosh OSX, MS Word, and Excel. Some experience with MS Access, PowerPoint, and Intuit QuickBooks.

Governance Training: Founding Board of Trustees

Charter School Board Member Training will be offered to charter applicants through Innovative Schools **Charter Board Development program.** Three workshop sessions will assist new board members understand their roles and responsibilities, how to effectively organize and operate, and how to hold a school accountable for performance. Sessions are designed to model Board practice including research, homework assignments, small group deliberations, self and group evaluations and consensus building to promote Board cohesion and informed decision-making.

GOAL: Charter School Board Members will operate based on best practice, as demonstrated through their organization, operations and accountability functions. Decision-making will reflect a well-informed Board, focused on the school mission, while improving student achievement.

Session 1. **Building A Charter School – Not Just Bricks and Mortar**

Over time, charter school proponents have discovered the critical role Boards of Trustees must perform in order to ensure successful student and school outcomes. Beginning with the Founding Board member motivation, philosophy and vision, the group develops a mission statement that will drive all aspects of the school's operations.

- Board Members examine individual educational philosophy and motivation
- Members explore and develop a common school vision
- The vision informs the creation and meaning of the mission statement
- The mission statement is succinct and measurable;
- Policy setting and accountability functions are reviewed and understood
- Members examine Charter School performance data nationally, statewide and locally
- Board members examine roles and responsibilities
- Board member recruitment and pro-active membership is discussed.

Session 2. Board Functioning: Operations and Organization – The Agony and the Ecstasy

The Board of Trustees of a Charter School is responsible for the school's failure or success. Once members accept this reality, the importance of organizing principles and operational practices takes precedence over individual concerns, and the Board's actions reflect the best of its membership.

- The selected school model informs school leadership. Founding Members develop an understanding of their role throughout the application process and start-up phase: including operational functions, and the definition of best practice in leadership and management.
- Developing a charter school application requires a varied and significant skill-set – and the time commitment can prove daunting. Board members must work smarter, and

organize to ensure a successful plan – members will "practice" on real charter tasks to develop their best structure. A Board operations model will be utilized for all activities.

- Legal requirements, and enabling legislation will be reviewed to ensure federal, state and local expectations are understood over time. Assignments based on organizational principles – including recommendations for implementation, will be proposed.

Session 3: Charter School Accountability: More Than Follow The Money

Unlike many non-profit Boards, a charter school Board will be licensed to operate for a specific amount of time, and closed if promised performance is not realized – usually a five-year timeline. This means the Board must be conversant in school finance and academic achievement – and determine how to assess both areas.

- The school mission determines the model. The model determines the academic program. The academic program determines the budget.
- The school leader is the point person for student achievement, and is responsible to inform and work with the Board to develop a comprehensive process for measuring performance based on the school model and academic program.
- The Board of Trustees must organize to ensure oversight of the school's performance. Information on testing measures and alternative methods of assessing achievement over time will be discussed.
- Expertise at the Board level will complement the professional presentations by school leadership, and ensure a broad number of members are conversant in this area. The Board must develop its preferred method of reporting and oversight – ensuring a comprehensive, yet clear reflection of progress on a regularly scheduled basis. The members will work with the school leader to begin the development of their preferred process and tools.

Delaware Science Coalition Memorandum of Agreement

The Academia Antonia Alonso agrees to abide by
(LEA Name)

the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development; materials acquisitions; distribution, collection and refurbishment of science curricular units; and any other associated costs are supported by these funding sources. The Coalition's bylaws and fee schedule for school year 2011-2012 are attached to this Memorandum of Agreement.

Signed:

Marian Wolak, Director **Curriculum, Instruction & Professional Development**	**Date**
Linda Rogers, Associate Secretary **Teaching & Learning Branch**	**Date**
Karen Field Rogers, Associate Secretary **Financial Reform & Resource Management**	**Date**
Lillian Lowery, Secretary **Delaware Department of Education**	**Date**
Maria Matos, President **LEA Official, Title**	12/31/2011 **Date**

MEMORANDUM OF UNDERSTANDING
THE SOCIAL STUDIES COALITION OF DELAWARE

PURPOSE OF THIS MEMO

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MOU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MOU can be modified at any time by majority agreement of voting members of the Steering Committee.

MISSION

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Assist districts in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

GUIDING PRINCIPLES

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay $1500 by Sept. 30, 2011 to support Coalition actions beginning July 1, 2011 through June 30, 2012 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.
- The Coalition will seek to coordinate financial support from foundations, affiliates and others for implementation of standards-based social studies education for Delaware students.

G0VERNANCE OF THE COALITION

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Delaware Social Studies Education Project and the Democracy Project as well as future affiliate members.

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2011-2012 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. Additionally, the Executive Committee shall consist of two non-voting members from the Department of Education as well as one representative from each of the three counties who are approved by the Board.

The Board will establish sub-committees to manage specific aspects of the Coalition. These committees will be defined as the Coalition membership is firmly established. Meetings of the Coalition's Executive committee and Board will be held on a monthly basis.

Signatures of Agreement – 2011 - 2012

SSCD Date

Maria Matos 12/31/11

Superintendent –S.D./Charter Date

Integration of Expeditions across Content Areas[1]

Academia Antonia Alonso

Kindergarten – Fall Expedition
The People and Places of Academia Antonia Alonso

Students will explore the people and places within their school surroundings. Working cooperatively in groups, they will interview staff, identify roles within the school, and determine whether their job is done alone or in collaboration with others. Students will create maps and models of the building and grounds of the school and the local community. The expedition will culminate with a school directory and community garden.

Science Kits[2]	Social Studies[3]	ELA	Math	Visual Arts	Performing Arts
Trees Kit As students move through this expedition, they will pay particular attention to the trees that live in their community. They will observe, compare and describe the physical properties of the trees and their structures throughout the seasons. Students develop a beginning awareness of the characteristics and life cycle of trees and an awareness of trees in their environment. Students will use the knowledge gained through this expedition	**Thinking About Maps and Globes** Within this expedition, students will be working on making models of the classroom and school, and will be making more formal maps. Students will understand necessary components of maps including scales, titles and keys/legends. **Participating in a Group** Within the expedition, students will work together to gather information for the common good, about the places and people within	Students will collaboratively create interview questions to ask adults of their school community. Students will be educated in the proper way to conduct an interview by bringing in staffed professionals such as Speech and Language Pathologist or community members. Students will conduct interviews, collect data and collectively decide which information would be appropriate for the purpose of representing the most important aspects of the school and	**Trailblazers Units**: Sorting and Ordering Sets/ Developing Oral Counting Develop Meaning for plus (+) and (–) Number Relationships, Using Comparison Language, Counting Backwards, Translating Between Locations **Additional Math Integration:** Integrated Components from SS Unit and Expedition This background	**Creating Three Dimensional Classroom Models-** Students will sketch their classrooms, paying special mind to the relationship of objects. From a collaborative look at student sketches, students will construct three dimensional maps of the classroom. They will employ various mediums including recycled materials to represent aspects of and places in the classroom. Maps will include a title, key and compass rose.	With the collaboration of the music teacher or parent participation, Students will create a song from the information they collected from interview questions and facts about their classroom, school, and surrounding environment, as discovered during their field work and interviews. Students will perform the song at Community night when they display their 3-dimensional maps and ABC books.

[1] This map articulates the content to be integrated during each of the fall and spring expeditions. Content will also be taught to students when they are "off expedition" at the beginning and end of the school year and during "intercession," which is the time between expeditions in December – January each school year. A full curriculum map for each content area (excluding science and social studies) is included in the application.

[2] The science kits will be taught as outlined by the Science Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the science content.

[3] The social studies units will be taught as outlined by the Social Studies Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the social studies content.

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to build and plan a community garden.	their school. Achieving the end results require that students develop participatory group skills.	its people. After students have a solid knowledge of their school building and the school staff, they will brainstorm an ABC list of Academia Antonia Alonso people and places. Students will use their knowledge of letters and letter sounds to suggest a place or a staff member for each letter of the alphabet. Students will examine numerous ABC books to determine the qualities and organization that they want in their book. They will be given a square piece of drawing paper with a letter of the alphabet in the upper left hand corner. They will illustrate their person or place with a drawing or photograph and write a sentence following this format: "A is for Al, our bus driver." The sentence will also be written I Spanish. Students will create multiple drafts of their work and receive feedback from their classmates to ensure	knowledge and experience aids the students in creating their bird's eye view classroom map. Once the idea of representation is established, students will move on to the concept of proportion. Teachers will pose the question, "How can we represent an object that is bigger than our paper?" Through organic conversation and authentic questioning, students and teachers will discover the logistics of drawing the school, and how to represent large items as a "shrunken" version of themselves.	Students work in pairs to match up classroom furniture shown in birds-eye view and eye-level perspective. They will be given the birds-eye view shapes and will need to walk around the room to discover which items would match their shapes if seen from above. When finished with this activity, students will use the same birds-eye view shapes to map out the design of their classroom. Students will use their page from the alphabet book as a basis for a pop-out creation. The simple step pop-out will be made from two 9" x 12" pieces of construction paper and scraps. (If they have A is for Al our bus driver they could draw a bus, roads, trees, etc on the background and then draw Al, cut him out and glue him to the pop-out step.) Each student or pair is given a piece of copy paper with the name/number of one of the rooms and that	

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		quality work.		teacher's name on it. They then need to figure out where that room would be placed on a large floor map. An investigative walk through the building to find all the rooms and discover where each one is in relation to the others is essential.	

Kindergarten – Spring Expedition
Kindergarten Tools

Students work to identify tools and their uses, and use tools as a lens for looking at the world. Students learn to identify tools and their uses and use tools as a lens for learning about the world. Tools are introduced as something that everyone uses at their job, whether they are a secretary, janitor, plumber, teacher, or cook. This broad study of tools and their uses will be followed by a narrower study focused on construction tools, including hand tools, power tools, and large machines. Encompassing two science kits, this expedition will likely be 16 weeks.

Science Kits[4]	Social Studies[5]	ELA	Math	Visual Arts	Performing Arts
The Senses This kit can be overlapped with the exploration and description of tools within the Expedition. Students use their senses to identify materials and their properties and learn how tools can intensify their senses (magnifying glass, microscope, hearing aids, etc.). **Wood and Paper Kit**	**Houses in the Community** The topic of houses in the community is used to help kindergarten students learn about their urban community and communities around the world. It is an introduction to world geography and natural resources, using house construction as a window into the different natural environments across the	Throughout this expedition, students will participate in question and answer discussion sessions following a tour of a school community member/helpers office or a classroom visit from a school community member/helper, collaboratively create a tool poster and tool categorization card game, create a non-fiction book of carpentry	**Trailblazers Units:** 2D and 3D Shapes Identify and Describe 2D Shapes Plus (+) and minus (-), using manipulatives and drawings: Model shapes in the real world. **Additional Math Integration:** Students will compare two and three	**Explore the use of shape in artwork** What shapes are used to create mountains, trees, houses, fields, etc? Students will use a variety of geometric shapes to create a collage of their community. **Explore the use of form and space** Students can roll triangles (wedge) of corrugated paper to	Students will discuss the tools of music and what tools musicians use to make music. Then they will use their knowledge of various tools and their functions to build instruments using recycled objects. Students will compose and perform a mini-recital of original pieces using their instruments. Students will share their music during an evening

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This kit can easily be integrated as students discuss the use of tools as it relates to using and working paper, cardboard, and wood. Students will use tools as they use materials to explore materials. Both the Exploration and the kit have opportunities for students to build their own structures with wood using tools.	globe. It will use house construction as a context for addressing a range of state content standards about solids and liquids, states of matter and materials on the earth. The study begins with fieldwork at two different houses in the neighborhood and includes community walks to study nearby houses and help students become comfortable in the community. Students are asked to sketch while they observe, paying attention to the placement of doors, windows, shape of house, etc.	tools, written and illustrated by students, read fiction and non-fiction books about building and construction during guided reading lessons, perform a dramatic reading of the *Three Little Pigs*, and participate in a celebration of learning for students and members of their communities at the culmination of expedition two.	dimensional shapes and maps and investigate the concept of perspective by representing block structures from different angles and by examining shapes, pictures and photographs. Students will name, describe, sort, and draw two-dimensional Shapes. They will name and compare three-dimensional shapes. Students will collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers and graphs.	create "screws" (beads) then string the beads to make necklaces. Beads of other forms could be added. **Create 2D and 3D artwork** Students can draw a house observed during the fieldwork using geometric shapes. Each child can create a 3-D house to add to a community map. **Perception** Show students a variety of buildings and have them point out the different shapes the building is made of. Working in pairs or groups, students can write down or draw all the tools they use to create art. Students can choose one of the tools and create a repetitive design by overlapping the same tool a multiple number of times. **Drafting, Revising, Reflecting and Exhibiting**	music concert at the exhibition.

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				Students make a sketch (rough draft) of a drawing with a light colored crayon. After a period of thoughtful peer critique, the students then go over the lines they like with black crayon.	

Grade 1 – Fall Expedition
Farms and Food

Students visit an apple orchard to learn about the growth and care of apples. Students also spend time on a farm to learn about caring for animals and crops. Students will learn about people who work on farms, food assistance organizations, and plant/tend a class vegetable garden. Hands-on experiences include: working at farms and organizations that provide food to the homeless and building a garden at the school. The expedition combines academic lessons and the production of high quality student products with real life experiences – apprentice work at farms, dairies and apiaries and work in the soil to produce a garden with produce that can be eaten by the class. Each study group has its own excursion and/or expert visitor and participates in a variety of hands-on learning experiences over a period of about 5 weeks. These experiences can include cooking, sketching, building, dramatic play, taste tests, and re-telling and sequencing activities based on trips and books read to build background knowledge or research.

Science Kits[6]	Social Studies[7]	ELA	Math	Visual Arts	Performing Arts
Organisms Within the expedition, students will be learning about different plants and animals, and discuss basic needs vs. specific needs for specific organisms. Students will also be responsible for caring for animals. The content of the science kit will be compared to the needs of plants and animals on a farm.	**Schedules** Students work on creating schedules for working on the farms, visiting the orchards, etc. Students work on creating the schedule for what group of experts will do each activity on the farm, based on a pre-determined list of "to-dos" such as animal observations, talks with the farmers, working with and feeding	Students will create a **"Parts of…" book** (e.g., labeling parts of a rooster, cow, banana, or bee in a mini-book format), labeling sketches/ photographs of experiences, and writing about the experiences in a chronological learning journal/log. After completing the hands-on portion, students will draft pages	**Trailblazers Units:** Exploring Shapes Pennies, Pockets and Parts Adding to Solve Problems Grouping and Counting Subtracting to Solve Problems Grouping by Tens	Study groups are involved in field research and service for the organization they adopted. Throughout the expedition, expert groups will be responsible for sketching pictures of their topics and labeling parts in a series of sketches. A culminating product of this work will be a full color calendar, professionally	Expert student groups will perform a dramatic play of their studied group to an audience of parents, teachers, and local community experts who offered assistance and area expertise along the way. For example, the Bee Group could do a dramatic play acting out the roles of bees (worker bees, nurse bees, queen bee, etc.)

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Solids and Liquids This unit is tied in due to the solids and liquids used in the farming process – the module description discusses investigating the properties of solids such as cornmeal, lima beans, pinto beans and rice, as well as water as a liquid. Students will think about solids and liquids on farms and in their food.	animals, investigating machinery used for planting and farming, etc. Students will investigate the schedules that exist in their lives and their communities. They will understand that schedules are necessary for an efficiently run community. Students will utilize the schedules available to them in their communities, (trash and recycling pick up, bus and train schedules, t.v guide/channel schedules) to organize a journal entry of a "Day in the Life of (fill in student's name)" The class will put together their entries to create a class collage of schedules.	and illustrations for a **collaborative non-fiction class farm book**. Each study group will be responsible for one chapter of the book with each person in the study group writing and illustrating at least one page for the group's chapter. Each chapter could include pictures and descriptions of their study group topic, category titles and examples (e.g., different dairy animals and different kinds of dairy products), observational sketches and labels (e.g., hens', roosters', cows' bodies, fruits and vegetables, bees' bodies, parts of a flower), photos of their experiences in sequential order with labels and/or sentences describing the pictures (e.g., life cycle of a chicken, bee, banana), data collection and explanation (e.g., class preference during a blind taste test of different types of bread or cheese), a time line (e.g., timeline of a banana from planting to harvesting to selling to purchasing to table), interviews and		printed, with student writing and illustrations depicting student ideas about important ways that we can help all people to get access to healthy food. The calendar can be sold in the community and given to all the organizations that were part of the work. For example, a bee study group can visit local beehives and talk with a beekeeper who can show them the tools of the trade. They will study the life cycle of bees and build models of their life cycles with clay. Each student creates a painting of a Bird's Eye view of a farm on a square piece of paper. Groups put their squares together to create a paper quilt. Students paint flowers with analogous colors of tempera paint. They then draw and paint bees on a separate piece of paper to be cut out and attached in a 3-D manner. A section of one of the	Students are challenged to collaborate and write a short play that explains to kindergarteners the benefits of healthy eating. The play will be presented in English and Spanish.

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		thank you letters (e.g., interviewing an expert in their study group topic and writing a follow-up thank you letter), creating a "parts-of" booklet (e.g., labeling parts of a rooster, cow, apple, or bee in a mini-book format), and writing about their daily experiences in a chronological learning journal/log.		flowers is enlarged to create a Georgia O'Keefe style painting. Illustrate a recipe page with pictures of farm items that are in the recipes (picture of wheat for flour). Illustrate a recipe page with cut apple prints and fingerprint bees.	

Grade 1 – Spring Expedition

Building Homes for Families: Studying Houses to Learn About the Community and World

This three-month, spring semester expedition uses the topic of houses to help first grade students learn about their urban community and communities around the world. It can act as an introduction to world geography and natural resources, using house construction as window into the different natural environments across the globe. It uses house construction as a context for addressing a range of state content standards about solids and liquids, states of matter and materials on the earth. The study begins with fieldwork at two different houses in the neighborhood and includes community walks to study nearby houses and help students become comfortable in the community. It expands to a broader focus on the many styles of home construction around the world and the variety of materials involved. Throughout the expedition, the students will participate in hands-on activities to further their learning. As a kick-off activity for this case study, students will use a mystery piece (two different types of homes found in center city) to compare and contrast homes. Students will make observations of their own homes to compare and contrast homes of other students in the class to the original two homes in center city. The students will also observe different types of homes around the world through different visual medias. Some urban homes include row homes, twin style homes, apartments, single homes, and town homes. Some rural homes include huts, igloos, mobile homes, log cabins, bamboo homes, adobe, teepees, and houses on stilts. Students will record what they notice about the different homes. They then will use what they notice to identify the similarities and differences among the homes. They will relate these similarities and differences to their predictions regarding the materials used in home construction in other parts of the world and consider how characteristics of homes are related to the climate and geography of the area.

Science Kits[8]	Social Studies[9]	ELA	Math	Visual Arts	Performing Arts
Weather Students will be studying the effects of weather on the types of homes built	**Thinking about Maps and Globes** How can words,models, and graphics help us	The students will write an **original play** based on *The Three Little Pigs*, with a group-composed	**Trailblazers Units:** Length Patterns and designs	After learning about homes, students will uncover the reasons specific building	Students will continue working in their expert groups to create background settings for

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within communities. Students will identify characteristics of architecture that are modified to fit the climate and weather of a region. Students will explore the weather of other regions and identify housing characteristics that are specific to the natural weather elements of a region. Students will understand the natural forms and sources of energy and determine how these forms and sources are used in reference to construction and maintenance of homes (i.e solar energy used to heat homes.)	learn about the world? What do homes around the world tell us about the climate and culture of a place? Students will study the structure and architecture of their own homes and homes in their communities and make observations about the similarities and differences between their home/community and homes in other parts of the world. Students will create a class map with all necessary components, to visually demonstrate their relation to each other in their neighborhoods. Students will be able to verbally navigate a "visitor" to all marked locations on their map, using location vocabulary, street names and landmarks as guides. Students will understand the use of a map scale and demonstrate their knowledge in their class map, using a scale of 1 in.=1 mile.	script in which each student writes his or her own lines based on their learning. The students will also design and build the scenery for the play, featuring the house that matched their expert group. Students create **fictional picture books** to help them learn and recall the characteristics of weather and how weather plays a part in daily life and the types of homes that can be built in different climates. The students create their own **weather books**, with separate pages for the different types of weather and climates found both locally and around the world and record their gained knowledge on the types of homes that could be built in the different climates by drawing pictures of the homes and finding representations of homes in magazines that depict homes both locally and around the world.	Measurement: Area Cubes and Volume Exploring 3D Shapes Collecing and Organization Pieces, Parts, Symmetry Measurement and Mapping	materials are chosen. Students will build a model house with similar materials. Their models should demonstrate what they learned about specific homes from around the world. Students will follow a structured process for completing the drawing necessary to create a class calendar of homes around the world. They can create their own texture plates to simulate the building materials. Place a variety of objects on dark construction paper and place them in the sun. When paper has bleached out by the power of the sun, remove objects and enhance with oil pastels. (Alternative – Use sticks to outline a house shape.) Students make a simple house pattern and trace it four times in squares created by folding a paper in fourths. Each square is a different season. Add background accordingly.	their performance of a version of *The Three Little Pigs.* Each student wrote lines for the play based on their home from around the world and their expert knowledge of the building materials used. Final Product: The students will create their own lines for and participate in an alternative version of *The Three Little Pigs* play. The play will mimic the story of *The Three Little Pigs*, with the pigs travelling around the community, building homes from available materials. Students will create their lines for the play based on their knowledge of their expert group material and will work together to create the sets for different locations around their community.

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Grade 2 – Fall Expedition **My Community and I** Students will begin to see themselves as not only individuals but also important members of a larger community. Through the use of field work, community engagement and service learning, students will learn to identify their own strengths, skills and talents and determine ways to provide a service to their community, more specifically, to the elderly community or their community environment using these talents. The students will learn about the needs and life cycles of humans. They will focus some of their studies on diversity. They will conduct both field studies and community service learning in a nursing home and and decide how they can best use their talents to benefit their local environment and community. Students will learn and understand that all forms of life go through a life cycle and that these cycles are similar to each other in some ways and vastly different in others. Students will investigate the life cycles of insects and insect diversity. They will look at the process of metamorphosis in insects and equate those stages to the human stages of life. They will use their observations and experiences in the Senior Center to formulate ideas as to how these cycles are similar and different.					
Science Kits[10]	**Social Studies**[11]	**ELA**	**Math**	**Visual Arts**	**Performing Arts**
Insects This unit provides investigations that expand student awareness of insects and their diversity. A structured comparison of life cycles and stages of metamorphosis allow students to identify similarities in structures, growth, survival and reproduction among different insects. Additionally, students provide for the needs of the insects generally and specifically and acquire the necessary vocabulary associated with insect life. Fieldwork can include a	**Respect in Civil Society** Students will understand that respect for others, their opinions and their property is a foundation of civil society in the United States. Students will use their experiences in working in the Senior Center to come up with their own generalizations and rules for why and how to show respect in our society. Students will record specific nuances and quotes from their Elder partner to include in a class Respect Project. **Writing the Story of the**	The text, *Wilfrid Gordon McDonald Partridge* by Mem Fox will serve as an anchor text for an integrated study of generations and life cycles. Students will use knowledge of poetic devices and different mediums of print and media to work with members of a nursing home community to create a **class book of oral histories** that students write collaboratively with members of the nursing home community titled, "Memories from the	**Trailblazers Units:** Exploring Numbers Buttons: A Baseline Assessment Unit Working with Data Ways of Adding Larger Numbers Ways of Subtracting Large Numbers Grouping, Sharing, and Leftovers	Students collaborate on their learning experiences through both environmental and community field work. Students form groups and decide what life cycle they would like to represent, be that of insects or of humans, the two life cycles most closely investigated during this expedition. Through these groups, the students will decide the medium through which they will visually represent their rendition of the life cycle. Students will be encouraged to implement elements of technology, such as	Students will explore music from the time period most favored by the nursing home resident with whom they visited. Students will choose their best piece of writing from the oral history and present that piece of writing at a culminating event at the nursing home where family members and community members can experience the memories that the children were able to capture. Students will work collaboratively to re-enact scenarios from the oral histories, based on the details provided by the resident.

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visit to Cape Henlopen through the Delaware State Parks programs, for "Monarchs: Magnificent Migrants" www.destateparks.com	**Past** How does studying documents and artifacts from the past help us understand our world? What do they not help me understand? How are artifacts and documents used to write the story of the past? How will working with people of older generations help us to understand the changes through which our society has gone? How can working with these individuals help us understand and write a story of our past? How would working with people put the story of the past in a different perspective than a past that is written solely through the use of documents and artifacts?	Mouths of….." Through the use of interviewing, music, sounds, and casual conversation, the students will be able to creatively capture the memories shared by the elderly. Students will be expected to write poetry, short stories, compose their own interview questions and deliver them to their resident, all with the assistance of teachers and community volunteers who will aid with spelling, grammar, etc. During the second part of this expedition, students will form insect "clubs" as they **research** and study the life cycle of an insect. Clubs will choose a name, create and maintain a club folder for post-its, ideas, and collaborative work in order to produce a **presentation** using technology such as Animoto, a video slide show with music, or other virtual tool.		animoto, powerpoint, etc as a visual element in their renditions. Create radial designs using a symmetrical insect shape on tracing paper. Color with markers, frame with black border and gift to the nursing home residents to hang in their windows. Illustrate haikus with watercolors to be sold at an art show to fund the service project. Each student creates a quilt square with shapes and words that describe how they could show respect. Limit colors to similar hues for harmony. Put together and present on exhibition night.	Students will select appropriate background music to accompany the drama.

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Grade 2 – Spring Expedition
Native Americans and the Leni Lenape

This expedition consists of three core investigations pertaining to Native Americans. Students explore the Native Americans native to Delaware, the Leni Lenape Tribe, and other groups of Eastern Woodland Native Americans to develop a deep understanding of how early Americans established a society, relied on the land for food, interacted with settlers and recorded and passed on their history. They will study the daily lives of pre-colonial Northeastern woodland tribes, including the conflicts that they had with European settlers and will explore the lives of contemporary Native Americans to gain a deeper understanding of how Native American culture remains present in our modern world. After learning so much about pre-Colonial Native Americans, it is important for students to understand that Native Americans still live in the United States and that, just as times have changed for European Americans, so have times changed for Native Americans. Images and notions of what life is like more than 300 years ago are often what people think of when they think of Native Americans. In order to offer a more complex and realistic view of Native Americans, the class deeply thinks about the lives of contemporary Native Americans and investigate the notions, beliefs, and ways of life that have changed as well as the cultural traditions that have remained. Students will make visits to the Lenape Tribe of Delaware throughout the expedition. Students will also visit the Iron Hill Museum in Newark, DE, to extend their learning about the history and geography of the Leni Lenape tribe. The entire second grade will take a trip to the Lenape Tribe Reserve and Museum in Delaware. This museum will allow students to step back in time and walk the grounds (as they would appear) of a typical Lenape village. They will be able to see the tasks that children their age would have carried out, observe the hunt, examine real artifacts, and see the dress and people in a carefully reconstructed setting. Students will be able to observe the visible changes which beset the people after settlers arrived in America – changes in tools, village layouts, and travel. This fieldwork is essential to the *Native American Living* magazine product because it provides powerful and memorable imagery that students can then use to create and critique their own representations of Native American life. This fieldwork will spark engagement and questions in many students, while also affirming how much learning has already taken place in the classroom.

Science Kits[12]	Social Studies[13]	ELA	Math	Visual Arts	Performing Arts
Soils Students investigate the importance of soil on the development and sustainment of the Lenape Native American tribes of Delaware by investigating the connections between the soil and the cultivation of crops necessary to sustaining the civilization.	**Respect in a Civil Society** Students will examine the terrain and geography of the land of earlier Native American times and explore typical values and spiritual beliefs, housing, clothing, farming, hunting, and gathering. They will learn about the structure of tribes, their ways of governing, leading their young,	Students will engage in a **research study** of what life is and was like for the Leni Lenape tribe of Delaware. The students will study the pilgrims' arrival on the Mayflower, including their first interactions with Native Americans and the ways in which these encounters changed the lives of the Native Americans. Students will study changes in Native	**Trailblazers Units:** Building with Cubes Multiple Masses Measuring Area Sampling, Sorting, and Science Geometry in Motion Investigating 3-D Shapes Mapping the Rainforest	Paint a still life of the foods that were available to the Lenape before there were grocery stores. Create beads and a medallion from Sculpey Clay®. String in a symmetrical pattern to make a necklace. Create a Parfleche using natural burlap. Decorate with stitchery and beads.	**The Life of the Corn- A Drama in 5 Dances** *by Alice C. Fletcher* (songs, and stage directions can be adapted from published version to accommodate the needs and levels of students) www.scienceviews.com/indian/indiangames2.html All dances are accompanied with music that is sung/chanted by

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	trading, and waging war. Students will also be able to relate observances of Native American relationships to relationships that exist within their own lives. **Scarcity and Wants** Students will understand the difference between needs and wants. Students will be able to classify items as services or goods. Students will be able to identify needs that the Native Americans had for survival in both pre-and post-colonial North America. Through research and building of background knowledge through the expedition and visits to the Lenape tribe museum, students will be able to identify how the Native Americans met their needs and wants through use of specialization and use of the land. **Trading Partners** Students can observe specialists in their classroom, school, and community and look at how specialization creates interdependence.	American culture through fieldwork and experts, and through various literary works, including fiction, non-fiction, poetry, songs, and primary and secondary documents. Students will create and write a **children's magazine** titled *Native American Living*, to capture essential aspects of the Lenape culture. Each student will create their own illustration page for the magazine and describe their artwork with a well-written caption. To build background knowledge and writing skills for the magazine, students will compose **persuasive writing** from the point of view of Native Americans. All students will be asked to produce two written pieces for display in a school wide exhibition. Selected persuasive writing documents will be used in the magazine as well.		Using the Lenape symbol of a turtle as a resource, create a colagraph printing plate and print several copies using a variety of colors. Create a shield using a radial design. Decorate with colored sand and other materials that were available to the Lenape. Create various shakers using available materials. Use in music class to accompany songs.	the students on the stage. The songs indicate the importance of the soil and the golden corn growing to the sustainment of the Native American people. Mystery Dance with Native American Ritual Song No. 1, The Planting Dance, Life Stirring Dance, Harvest is Near, and finally, The Harvest. Each dance is done with a main speaker/singer. All dances are accompanied with music and singing that dictates movement of the actors on the stage.

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	Additionally, students will learn how specialization creates interdependence and that exchanging goods and services creates interdependence. They will be able to describe examples of specialists in a community and the interdependence which exists between them. Students will identify the interdependent relationship that developed between the Leni Lenape and the colonial settlers.				

Grade 3 - Fall Expedition
How Do You Get Money from a Stone?

A study of rocks and minerals as an economic resource – students visit the Woodlawn Quarry: A GeoAdventure in the Delaware Piedmont and learn about the process of identifying, collecting, and mining stones. The minerals that can be readily found and identified in the quarry are feldspar, quartz and mica. The students will take notes, sketch findings and try to identify rocks based on physical characteristics. They will also engage in fieldwork to include the "Mystery Minerals Outreach" program at White Clay Creek through the Delaware State Parks. Through hands-on experiences and collaboration with local experts, students explore the ways in which rocks and minerals stimulate the economy of a community. At a nearby quarry, students witness the methods of extracting, processing, and transporting rocks and minerals indigenous to Delaware. Students learn about classification of rocks, the characteristics of rocks and minerals, the effects of erosion on rocks and soil, and the varied uses of rocks and minerals within our world. Students visit the Iron Hill Museum to see examples of rocks and minerals indigenous to Delaware and take notes as to physical properties and characteristics that they will include in their very own "Delaware Rock Field Guide." The hands-on work with rocks and minerals in the classroom will include setting up and managing a month long process to produce quality tumbled, polished stones. They will move through the scientific process by observing, recording data, making predictions, and analyzing the changes in their mineral samples. Iron Hill Museum exhibit "Rocks are Weird" is brought to the classroom. It allows students to observe characteristics of rocks, ultimately classifying them by their physical properties. As a culminating experience and a service learning project, children can create jewelry and bookmarks using rocks and minerals from their studies. Their products can be sold at the Family Night when Students share their Rock Field Guide and acquired learning with members of their family and community. The proceeds will be used to build a rock garden for the school community.

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Science Kits[14]	Social Studies[15]	ELA	Math	Visual Arts	Performing Arts
Earth Materials Students learn about twelve of the most common rocks and minerals, and how to classify them. Students investigate the physical properties of rocks and minerals. They observe and sketch rocks and minerals and begin to understand how rocks and minerals are different. Tests are conducted to determine the physical properties of minerals including hardness, luster, color, and reaction to acid. Using the acid test to determine if calcite is present, students examine rocks that may contain the mineral calcite. Lastly, students observe a rock and attempt to determine the component minerals. Students transfer knowledge and skills learned in the final assessment in deciding upon a good rock or mineral choice for an	**Economic Exchange** Students learn about different forms of exchange, which can be placed in the context of natural resources such as minerals and rocks. Through hands-on experiences and collaboration with local experts, students explore the ways in which rocks and minerals stimulate the economy of a community. **Resources and Production** Students explore the concepts of what to produce, how to produce, and consumerism. Student will come up with a menu of items that they could create using stones and rocks. From this list, they will conduct surveys using an online tool such as Survey Monkey, and poll their local and school communities about what consumers would consider for purchase.	This expedition will provide many opportunities for students to practice their **informational reading and writing skills** as they study various properties and characteristics of rocks and minerals through observation, classification, and categorization. They will create a written record of their discoveries, record any questions, and document new knowledge as they move through the scientific process of observing, recording data, making predictions, and analyzing changes. Students will create a **rocks and minerals field guide** that includes descriptions of rocks and minerals as well as identifying characteristics and an illustrated pictures of each type of rock A collaborative Rocks	**Trailblazers Units:** Sampling and Classifying Exploring Multiplication Place Value Concepts Area of Different Shapes More Adding and Subtracting	The hands-on work with rocks and minerals in the classroom will include setting up and managing rock tumblers to produce polished stones. As a culminating experience and a service learning project, children will create jewelry and bookmarks using rocks and minerals from their studies. Their products can be sold at the school's bazaar and students can decide where the proceeds should be, with the only stipulation being that what they decide to spend the money on will better their community. Based on observations, students will use various media to create a visual of their rock or mineral. These will be included in the field guide to illustrate their research. Create a sculpture out of firing clay. Glazes that simulate a variety of rock	With the cooperation of the music and ELA teachers, students will recreate and the folk tale "Jack and the Beanstalk" into a new story. Instead of beans, Jack will sell his cow for three magic rocks. Using songs created by the students they will describe the rock's characteristics, and share their knowledge of rocks and minerals. The three rocks will lead the students on a magical journey where they will understand the value of rocks and minerals. The students will perform their play during Family Night.

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outside statue. Fieldwork to include the "Mystery Minerals Outreach" program at White Clay Creek through the Delaware State Parks. www.destateparks.com	Students will analyze survey results and decide what they will produce to sell to their consumers.	and Minerals "Game Show" (e.g., *Jeopardy*) will be developed by the and written by the students. Students will practice the game show as contestants first, making revisions and changes as necessary to increase the quality of the game. A **Celebration of Learning Symposium** will be held with the school community invited to visit the classroom displays of the books students read, visuals they studied, the materials they observed, read their writing pieces, and play or watch a live recording of "The Rocks and Minerals Game Show."		surfaces should be made available. Make rock shapes out of Egyptian Paste. Make jewelry similar to the pieces made from real rocks. Compare and contrast various sculptures. Make mosaic designs with small ceramic squares on 6 inch wood squares. Create a wall hanging and donate to a children's center.	

Grade 3 – Spring Expedition
Water Explorers

Time has shown that where there is a water source, there is bound to be settling and industrialization. Students will explore the Christiana Creek, Delaware River and Delaware Bay and research its chronological heritage in terms of early settlers and promotion of industrialization along the water sources. Students will take an in depth look at the DuPont family, researching the family's roots and contributions to the state of Delaware. Students will work with area cartographers to create their own map with representative symbols of DE's most important economics and resources, with specifics to the location of the internal waterways. Students will visit the Hagley Museum, Longwood Gardens, and other buildings established/maintained by the DuPont family. Students will understand and study water in three phases: water as a personal resource, water as a resource for industrialization and the physical properties of water.

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Science Kits[16]	Social Studies[17]	ELA	Math	Visual Arts	Performing Arts
Water The Water unit explores water through physical, earth, and life science. The unit begins with observations of the interaction of water with materials as water is absorbed or beads up on the material and the speed with which the beads of water flow on sloped surfaces. Next, students examine the properties of water at different temperatures as water changes state. The processes of evaporation and condensation and how the rate of these processes changes with temperature are investigated. Lastly, students examine how moving water can transfer energy to move other objects.	**Places** Students learn about development of cities and towns, which can also be used as a lens for looking at development of the Delaware Brandywine region and an in depth look at the DuPont family and their influence on the state of Delaware. Students will take trips to the Hagley Museum. Students will investigate the answer to the question as to why cities and towns develop along waterways. **Regions** Along with Places, students can look at the development and success of regions, especially regions in the state of Delaware. Students will make connections between the region and the natural resources available in making the region successful and/or a likely place for industrialization.	Students will **research** the heritage of the DuPont family and their contributions to Delaware over time. They will research the early settling of the family and develop a chronological timeline/ family tree, highlighting members of the family and their contributions to Delaware. Students will write **biographies** of selected members of the family and showcase those biographies in a "playing card" style in their proper place on the timeline. Students will transfer their gained knowledge about the DuPont family by making connections between them and the industrialization and growth of Delaware. Students will research and collaborate to write *A DuPont Family History* that connects the family history with the economic development	**Trailblazers Units:** Mapping and Coordinates Multiplication Patterns Dissection Parts and Wholes Collecting and using Data Volume Wholes and Parts	Build sail boats from wood scraps and muslin pieces. Test them in a wading pool of water. Have races using a fan as the wind. Create a workshop to adjust them. Design your dream home that is located along a body of water. Is it on a lake, river, the ocean, on a deserted island, etc.? Create your "life" map, picking and illustrating events from your life that have been important to you, leading up to your future dreams for yourself. What is in store for your future? Create an illustrated timeline of these events.	Students will compose an original composition in which they pair the states of matter water can exist, and the different ways that water can fall as precipitation and the many ways that water can be used (i.e as an energy source) with music that represents these different states, uses, and characteristics. The idea is for students to identify music that perhaps would sound foreboding and pair that with water in the form of a storm, and so on. Students can choose how they showcase the different forms of water, including movement and dance.

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	Using Maps and Globes Students can study maps and globes in the context of looking at water both locally and around the world and identify the resources and industrialization that has taken place along these resources. Students localize that information by investigating the development of the areas around Delaware's waterways.	of Delaware. Students will read historical accounts of development along the Christina river and marsh. Students will create a **digital story** presentation of the life and times along the Christina.			

Grade 4 – Fall Expedition
Increase Your Green

Students will explore the science of landfills, recycling, and pollution, and their role in reducing the carbon footprint of their community. The expedition addresses many of the key science standards for fourth grade, including the water cycle and renewable and non-renewable resources, while also offering them a pathway to make a real change in their community. Pollution, recycling, and the environment are topics that hold great appeal for fourth graders and they provide rich opportunities for active citizenship. The *Increase your Green* learning expedition taps into this natural inclination and the community will benefit tremendously from the students' energy and wisdom. The students gain public speaking, advocacy, and 21st century skills. During the course of the expedition, students move from building their background knowledge of the causes of natural changes on earth – such as erosion, weather, and the water cycle – and unnatural changes – such as pollution – to an action-oriented approach to reducing the carbon footprint of their community. The expedition consists of in-depth investigations of different types of pollution, earth's increasing landfills, recycling, and ways to reduce humans' negative effect on the environment. Students then focus on one key source of unnatural changes to the environment in their immediate community – excessive solid waste. Students will develop strong public speaking skills and collaborate to identify the roles and responsibilities needed to execute a professional presentation to important community leaders. They will prepare a presentation to the PTO using data from their trash tracking project, research on the problems with solid waste, and the costs associated with various recycling programs and offer solutions.

Science Kits[18]	Social Studies[19]	ELA	Math	Visual Arts	Performing Arts
Land and Water Students learn about natural earth changes, caused by land interacting with water.	**Democratic Methods** Effective citizens can research issues, form reasoned opinions, support their positions,	Students will read about the science of landfills, recycling, pollution, and their role in reducing the carbon footprint of their	**Trailblazers Units:** Geometric Investigations: A Baseline Assessment Unit	In art class, students will create reusable grocery bags by doing technical drawings of their animals through multiple drafts.	Students will recreate the musical play *We've Only Got One Planet* as a culminating activity for this expedition.

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Students will investigate how conscious recycling efforts increase the health of their surrounding natural environments.	and engage in the political process. Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. **Liberty and Citizenship** What qualities and characteristics make a good citizen? How do we know if we are good citizens and what can we do to rectify it if we feel we are not? What role do children play in the functionality of a society? What can children do to make their community a better place for everyone to live? How does "Increasing our Green" help show our positive efforts at citizenship? This lesson uses as its main resource **Liberty for All**, published in 2002 that tells the story of the 1986 historic restoration of the Statue of Liberty. The Statue of Liberty is the symbol for American Freedom and the promise	community. Students will be asked to select one key source of unnatural change to the environment in their community and prepare a **short presentation** to share information with other students. Students will **research** the Terra Cycle Program (http://www.terracycle.net/en-US) and provide information regarding the program to the Parent Teacher Organization (PTO) and the larger school community. This part of the expedition will require students to engage in **meaningful research, create advertisements** encouraging the school community to support their recycling efforts, and **demonstrate effective communication skills** to various types and sizes of groups. The second part of this expedition will focus on solutions to pollution in the community. Students will develop **strong public speaking skills** and learn the art of collaboration and	Number and Number Operations Products and Factors Using Data to Predict **Six**-Place Value Patterns	The art teacher will emphasize realistic details versus cartoon-like illustrations. Parents will be asked to help sew the bags and volunteer sewing machines. Drawings will be scanned into the computer and iron-on transfers created to put onto the bag. In the absence of skilled parents, canvas bags will be purchased and the images ironed onto the bags. Students will be matched with a parent volunteer to make the bags. The canvas grocery bags will have a letter to consumers regarding the environmental threats to the animal. Students bring in boxes of all sizes or socks to make puppets. After puppets are made they can write dialogue about how important it is to reduce, reuse and recycle and present to younger students. Students create sculptures from found and discarded items. Discarded toys, craft	http://www.songsforteaching.com/store/weve-only-got-one-planet-download-pr-5501.html. The students will use the material available to create a unique and exciting production about the need to save the only planet we have. Students will also choreograph movements to accompany each song. Students will share their performance for the school, parents, and families.

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	of our land. Students are to come up with their own symbol of freedom or prosperity for Delaware. The students must have sound research evidencing their search for what to them signifies freedom and prosperity in the state of Delaware. They will keep track of their search and thinking in a journal with daily logs. Students will have the opportunity to both write about their chosen representation of freedom, create, through their own chosen medium their representation of freedom, as well as present their representation of freedom to teachers, families and community members. Fieldwork can include A Tour of Legislative Hall-Delaware's Capitol Building, through the Delaware State Park programs. www.destateparks.com	consensus building as they assume the roles and responsibilities needed to execute a professional Power Point-type presentation to important community leaders. Roles and responsibilities could include: 1) Researchers and Data Collectors; 2) Power Point Creators; 3) Presenters; 4) Meeting Helpers; and 5) Presentation Pamphlet Creators. Students will complete job applications for all roles and responsibilities and go through an interview process, conducted by peers and adults to obtain the "job" or "role" they want to have during the development and presentation of information obtained. The interview process would include a resume, references, parent permission, and a short speech citing the reasons why the student wants the job and how they know they would be the best person for the position.		items, material, ties, egg cartons, plastic flatware, yogurt containers, soda cans, water bottles, etc. can all be turned into beautiful sculptures.	

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Grade 4 – Spring Expedition
What's For Dinner?

The guiding question for this case study, entitled *What's For Dinner* is "How do animals meet their basic needs?" The students distinguish between predator and prey, create a food chain, design a plate showing what omnivores, carnivores, and herbivores eat, and describe the importance of producers, consumers, and decomposers. They will also perform research and write a report based on an animal of their choice. The second case study entitled, "Survival of the Fittest" has the guiding question, "How do animals adapt to their environment?" The students begin with a gallery walk of animals that showcase their physical adaptations. They move on to read a common text on animal adaptations and then expert texts on hibernations, mimicry, migration, and camouflage. The students continue to work on their animal research reports in this case study. In art class they make their own paper which will be used to make "Animal Fact Cards" as a product. Guest speakers from local animal outreach programs talk to the class about animal adaptations, with objects for the kids to explore hands-on. The students will perform a mimicry experiment and hide butterflies to exemplify camouflage. The third case study will deal with the human impact on animals and conservation. Throughout the expedition students will be using quick checks, graphic organizers, art projects, drawings, and note taking as formative and summative assessments. The Brandywine "Zoo to You" program will provide a presentation to students titled, "What's for Dinner" where they highlight the questions: What do different animals eat? Why? Zoo experts will help students explore live animals and biofacts to find out how herbivores, carnivores, and omnivores are specially adapted for their favorite meals!

Science Kits[20]	Social Studies[21]	ELA	Math	Visual Arts	Performing Arts
Structures of Life- Students will study the tructures of plants and animals, plant and animal adaptation for survival, predators vs prey, native predators to Delaware, prey with reducing population in and around Delaware and consider what adaptations would students provide to these animals to aid them in survival. Students will be involved in fieldwork through the Delaware State Parks programs through one or more of the offered	**Our Community, Profiles and Connections** Students will investigate how our need to transport people, places and ideas affect the natural habitat of Delaware animals. They will consider what effect humans and their interactions with the environment have on animal population and subsequently, the food chain. Students will consider geography and food production, mapping out where food is grown and	Students will work as a whole class, in small groups, with partners, and independently to **produce an in-depth informational text** about an animal of their choosing. Students will explore many aspects of the animal, including their basic needs. They will distinguish between predator and prey, create a food chain, show what different animals eat, and describe the importance of producers, consumers, and decomposers as they research an animal of their choice. Students	**Trailblazers Units:** Shapes and Solids Using Decimals Multiplication Exploring Fractions Division	Students will design animals that have a predatory/prey relationship. They will create organisms with specific predatory features and/or abilities as well as create an organism that would or could likely be a source of food for them. The students will have to identify the characteristics of the organisms that they create that make them either predator or prey. Students will also create the prey organism with "enhancements" or	Using the children's picture book, *I see a Kookaburra* by Steve Jenkins, students will be able to share information about different animal habitats. Students will take the words from the story, add music and movements to create an interesting dramatization about the habitats of various animals. To share with the younger students, students will use the series of books, Over in the…(Meadow, Jungle, Ocean written by various

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programs: Animal Adaptations, Biodiversity, Biome, Sweet Biome www.destateparks.com	how far it needs to travel to reach stores in Wilmington. Students will tour a local grocery store and learn about where that food comes from by studying labels and talking with produce managers. Students will consider what food production has done to the animal populations in those areas.	will continue to examine the animal kingdom as they study survival of the fittest, how animals adapt to their environments, and the human impact on animals and conservation. Each student will participate in a **Celebration of Learning** event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but also the drafts and process of learning experienced.		structural adaptations that would help keep the animal from becoming prey. They will represent each of their three organisms through a procession of sketches and revisions to eventual 3D model. Students will also create a 3-D habitat for their animal. It must contain the necessary elements for the creature to survive. Oil pastels, construction paper crayons and gel markers can all be used. Develop self portraits as new super heroes. Exaggerate the characteristics in people that allow them to thrive in a variety of habitats. What super powers do you have? How are they demonstrated and shown?	authors). Students will add words to the picture books words to create songs about where animals live and integrate counting skills as well for Kindergarten – 1st grade. This activity can be used as an in-school service project.

Grade 5 – Fall Expedition
Top Gear

The expedition begins with an exploration of many different kinds of simple and complex machines and it culminates with each student designing a battery-powered model of a vehicle, complete with a student-written owner's manual. Students will not only learn the principles and scientific aspects of electricity, forces and motion, and magnetism, but will also learn to create technical drawings and conduct market research to determine consumer needs prior to designing their model vehicle. Engineering students from local colleges will come to the school to be resources for the engineering and design aspect of the vehicles. The classes will visit a local car dealership to research different types of vehicles and to talk to experts about how various vehicles meet consumer needs. They will read text, conduct online research, and participate in a photographic scavenger hunt to find simple machines in use at the school. Once students became experts on a single simple machine they will regroup into mixed expert groups for the first project of the expedition. Student groups work together to dissect a complex machine in order to understand how simple

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machines make complex machines work. The dissection specimens are non-functional appliances that will be donated by parents and community members. Students will dissect simple and complex machines such as VCRs, computer CPUs, vacuum cleaners, and coffee makers. They will collect samples of simple machines and create visual displays of their discoveries.

The focus of the second part of the learning expedition is a case study of the car. It starts with student designed experiments that explore scientific questions. Students will use a kit to construct a simple battery-powered model vehicle. The class will discuss the way that vehicles available to consumers today differ from each other with designs that meet four major consumer needs: Economy (fuel efficiency), Utility (ability to pull loads/cover difficult terrains), Luxury (safety), Performance (speed). The students will research each of these categories and learn more about how they fill a consumer niche. Students will complete market research to determine the demand for various types of vehicles. They will create an Internet survey for distribution via the school website. Based on analysis of the data from the market research, the students will decide what type of vehicle they want to design and describe how the design fills a consumer need. Students will work in cooperative learning groups, based on their vehicle category, to design and complete experiments that test their proposed design. They will also write a mission statement to promote their design. All experiment designs, results, and implications for design, will be recorded in lab notebooks.

Science Kits[22]	Social Studies[23]	ELA	Math	Visual Arts	Performing Arts
Motion and Designs This unit allows students the opportunity to explore the physics of motion and to apply concepts to technological design. Using K'NEX, students design a simple car and investigate how the car moves when pulled by a drop weight system, when carrying a load of a given mass, and when propelled by a rubber band. Next, students investigate friction and car design and how each affects motion. Tire tread and a sail (air resistance) are investigated as design	**Reasons for Banks** A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living. Market economies are dependent on the creation and use of money and a monetary system to facilitate	**Henry Ford and Inventors Research.** Students research the importance of Henry Ford to the automobile industry. Students identify other people in history who contributed to the evolution of the car industry and complete an Inventor's Study of their person to both share with the class and also present at on the night the model cars are revealed to parents and community members. **Writing a Mission Statement-** Based upon their growing understanding of the design and purpose	**Trailblazers Units:** Big Numbers Fractions and Ratios Division and Data	Students will create their **model vehicle designs.** The data they collect throughout this portion of the learning expedition will enable them to make informed decisions about their vehicle design. **Learning Graphic Design** Students will be required to include digital technical drawings of their designs in their model vehicle owner's manual. To accomplish this, the students will complete an intensive unit of study on graphic design, using Microsoft	Students will use their knowledge of simple machines to create songs about movement. Students will also use their bodies to show fluid motion, isolation, and sound effects to simulate simple machines. Bodies can be considered simple machines and students will be able to use their own body to interpret the motion and movement and sound of pulleys, levers, wedges, etc. The students will share their creations with the student body and parents during the exhibition of the expedition.

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features. Motion of the vehicle when driven by a propeller system is examined. Lastly using engineering problem solving, students engage in ways to meet design specifications**.**	change.	of vehicles and the consumer demands in their community, each student will develop a mission statement for a consulting company that is developing a new vehicle prototype. Students are required to evoke the spirit of their design, intention and engineering strategy when writing the mission statement. To accomplish this, they will study the mission statements of well-known companies, break them into their various components, and evaluate them for truthfulness, intent, and artistry. In order to understand the evolution of the automotive industry, students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will select a key individual to research, create a bio-card to contribute to the whole class annotated		Publisher. They will learn how to create digital graphic images to scale, how to combine shapes to form complete objects, and how to manipulate objects individually and in groups. **Create Sketchbook Covers** Working with a word document with student photo embedded in it, students will use same skills used for their owners manual. Spiral binders used to make sketchbooks. Design a logo that represents their car. Create a picture that shows motion. It can include anything that moves.	

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		timeline and participate in an Automobile Industry "Mixer" where they role-play their individual as they explore and evaluate the individual's contribution to the car industry.			

Grade 5 – Spring Expedition
Delaware's Changing Bay

This expedition is built around two major projects that will help students educate the public about the Horseshoe Crab, the effects of climate change, the effects of migrating birds who stop to nest and eat in the Delaware Bay area and the impact of human behavior on the environment. To prepare for creating their field guides and writing their persuasive speeches and letters, students will study the Horseshoe crab's life cycle, its role in the Delaware Bay area and to Delaware in general, and the interrelationship between an ecosystem and a living organism. Students will analyze maps and aerial photos of areas in the Delaware Bay Areas that house horseshoe crabs and their spawning areas. Students will visit the bay to see and document the attempts being made to alleviate the depletion of the horseshoe crab population by the migrating birds that stop in the rich Bay areas to feed. They will develop hypotheses, search for patterns, and draw conclusions about changes seen in the bay areas over time. They will research the lives of the horseshoe crabs and identify organisms that are placing the population of the crab in danger. They will hypothesize what can be done to cut down on the horseshoe crab being a food source for migrating birds. They will research the effects humans have on the population in reference to the changes in climate and industrialization of Delaware. In addition to meeting key science standards, the major projects in this learning expedition will include student research, non-fiction reading, data analysis, photography, scientific drawing, and expository and persuasive writing skills. Students will also have the opportunity to educate the public on a pressing state and national issue and address the health of an important aspect of Delaware's culture. Students will emerge from this expedition as advocates for responsible choices and stewardship of the land. They will learn that their voices truly matter and can make a difference.

Science Kits[24]	Social Studies[25]	ELA	Math	Visual Arts	Performing Arts
Ecosystems In this unit, students understand the web of relationships that link organisms to one another and to their natural environments. By constructing, observing, discussing, and reading about both land and	**Delaware's Mock Election** The focus of this unit is on becoming informed about candidates for elected office. One reason is provided in the targeted benchmark: electing "effective" leaders. Other reasons	Students **compose persuasive speeches** to "debate" other candidates for the mock election. Debate topic is the importance of the conservation of the Delaware Bay area and the effect humans and predatory animals have	**Trailblazers Units-** Decimals and Probability Applications: An Assessment Unit Connections to Division Maps and Coordinates Number Patterns, Primes	Photography study: Students studied photography as a mode of communication. Before getting their hands on cameras, students were familiarized with the art and visual skills of subject, composition and	Using their photographs, scientific drawings and chalk/watercolor creations for inspiration, the students will compose background music to accompany a "walking tour" of the pictorial learning in which they engaged

[24] The science kits will be taught as outlined by the Science Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the science content.

[25] The social studies units will be taught as outlined by the Social Studies Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the social studies content.

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water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships and that natural and human-made events can disturb an ecosystem. They also learn that people bring different perspectives to environmental issues and that they can work together to develop solutions. Students will be involved in one or more of the programs put on by the Delaware State Parks: Animal Adaptations, Biodiversity, Biome, Sweet Biome, Creatures of the Coast, Ecosystems in Action, Exploring Ecosystems, Horseshoe Crabs www.destateparks.com	are avoiding leaders opposed to one's interests and views, providing an indication of one's policy preferences by being aware of the candidates' policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and keep elected officials in check. Students will understand that, in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day. They will research the avenues through which they can become informed to current events issues.	on the indigenous animals/insects of the Bay area. Conservationists can speak with students regarding the importance of human efforts and the role legislation plays on welfare of an ecosystem. With the end in mind, students will use exemplar models and several rounds of "noticing and wondering" about the genre of **field guides**. They will analyze the purpose and audience for field guides as well as the organizational structures used in the models. Rather than creating traditional species identification field guides, the students will **create informational field guides for the Delaware Bay Ecosystem**. Teachers and students will work together to identify the criteria of what their field guides would include. This is then used to create a rubric, which teachers will use to assess the final field guides.	and Fractions	focal point. Learning to communicate a message without words presented new challenges for students while offering a very powerful experience with a new art form. Scientific drawings Capturing the effects of the Mountain Pine Beetle on Colorado forests could not be completed solely via photography. Therefore, students created scientific drawings to compliment their expository writing and photographs. Structured peer critique again offered a powerful method for producing high quality final products. Standards addressed: Using the photographs from the unit as a resource, the students will recreate the images with paper and paint. One will be painted in realistic colors, one with monochromatic colors, one to show happiness and one to create a somber mood. Create a cartoon	during the expedition. The students will explore orchestral, classical, jazz, rock, and pop music and learn what it takes to put different genres together seamlessly to elicit the mood and feelings that their pictures, drawings and painting should elicit from the audience. Students will invite family members to the school for the expedition celebration evening and lead them in small groups through the walking tour of their visual and auditory art.

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		Students will **research the horseshoe crab** – its life cycle, habitat, and diet – and will conduct fieldwork to better understand the key role that this small animal plays in a larger system. Witnessing first-hand the transformation of their "back-yard" bays gives the issue a great deal of urgency for students. The final product of this investigation is a **class field guide** including an expository writing piece, photographs, and scientific drawings from each student. Students will design the layout of the book as well as contribute to the dedication, table of contents, and glossary. Students, families, and teachers will hold a book party exhibition at their school. Students will answer questions from audience members about the experience. Students will do book signings for the book party attendees as the local experts.		character to promote your message. Begin with a rough sketch of two characters. Make a poster using the character and interesting lettering that captures your audience's attention. Using watercolors, paint a reflection picture that depicts the beauty of the Delaware bay and the surrounding habitats at either sunset or sunrise. Illustrate the huge number of horseshoe crabs that some ashore on the Delaware beaches by overlapping and completely filling the paper with horseshoe crab images. Draw with dark crayons or oil pastels. Add color with watercolors.	

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Curriculum Framework for English Language Arts

School: Academia Antonia Alonso ***Curricular Tool: Various*** ***Grade: Kindergarten***

In the Expeditionary Learning school design, literacy creates cohesion between the various integrated content areas. As such, in each expedition students will be reading and writing fiction and non-fiction, speaking and listening in groups and independently, researching a variety of topics, developing their knowledge of words in a contextualized manner, and reflecting on their work to improve performance. In the younger grades, students will also be developing foundational skills in phonemic awareness and phonics. In addition, as a bilingual immersion school, language learning will be paramount to the instructional program. Children will come to the school on a variety of levels as native English and native Spanish speakers. Many children will be English Language Learners. With this diversity, the desire was to create an ELA curriculum map that is comprehensive and lists all of the standards that *could* be addressed in a given unit of study or expedition. As the teacher learns about her students and their needs, she can use this map to customize and differentiate the products around students' current levels of literacy performance, both meeting their needs and challenging them at the appropriate levels.

In the map below, each row is labeled A, B, C, etc. Each letter represents a chunk of literacy instruction that is project-driven. Unit titles will not be "Reading Non-fiction," or "Elements of Stories." Instead, students will reach standards through project-driven work, learning about reading non-fiction through the development of the project. Rows labeled as Pre-A, Pre-B, Pre-C etc. are chunks of instruction or projects that will happen at the beginning of the school year. Rows labeled as 1A, 1B, 1C, etc. are chunks of instruction that correspond to expedition one. Mid-year A, Mid-year B, Mid-year C projects will occur between expeditions. 2A, 2B, 2C, etc. identify the spring expedition. Ending A, Ending B, Ending C will occur at the end of the school year.

Kindergarten Pre-Expedition: Exploring the Exciting World of Reading and Writing!
Timeline: Beginning with the first day of school to mid-September for two weeks prior to Expedition One.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics and the Visual Arts, see the Master Curriculum Matrix.

Students will explore the exciting world of books and get to learn more about each other as they learn the routines and expectations of literacy activities such as interactive reading aloud, literature discussions, shared and performance reading, word study, small-group instruction, choice time at literacy centers, how to use the classroom library, how to write about reading, and guided reading groups. Students will also be invited to participate in shared writing, interactive writing, and writers workshop experiences designed to introduce them to the clear structures, routines and expectations of writing in the classroom, how to "turn and talk" to a writing partner, that writer's are problem solvers and how to solve problems they run into when they become "stuck" as a writer, how to say a word slowly to hear all the sounds and write each sound heard, the importance of revising their writing, and how to share what they have written with their peers and adults.

Pre-Expedition Enduring Understandings:
Reading is something you can do alone or with others.
Good readers learn and practice strategies that help them understand a book.
Good readers employ strategies to help them understand text.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.

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Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
Oral discussion helps to build connections to others and create opportunities for learning.
Questioning and contributing help speakers convey a message, explore issues and clarify thinking.
Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
Good writers write and write some more.

<u>The Essential Questions that propel this Pre-Expedition consist of the following:</u>
Why read?
What can we learn from print?
How do reading and listening differ?
What would happen if people couldn't read?
What do good readers sound like?
What do readers do when they do not understand everything in a text?
How do good writers express themselves?
How do I figure out a word I do not know?
How does process shape the writer's product?
How can discussion increase our knowledge and understanding of an idea(s)?
When is it appropriate to ask questions?
How does a listener understand a message?

Literacy Tools Used During Pre-Expedition:

Writing instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Pre-Expedition Kindergarten

Pre-A) How-To Be A Purposeful Reader Big Book Students will collaboratively create a Big Book as they learn the procedures and expectations for how reading will look and sound in the classroom. Through the use of shared reading activities and read-aloud experiences, mini-lessons will focus on what readers do when they enter the world of a book, how to go on reading adventures in their books, how to pick a "just-right" book, how to think about what is going on in a book by studying the pictures and pretending to be the characters, how to get to know a book well by studying each page and checking to see if they know any words or rereading the book, how to retell the story to themselves or a partner, what readers do before, during, and after they read books, how to understand and anticipate how a book is going to go, as well as book handling skills such as front/back, left/right. After participating in a mini-lesson, students will engage in guided and independent practice of skills taught during the lesson. As students are practicing their new skills, photographs will be taken of all students. Once printed and with prompting and guidance, students will draw, label, and write captions and accompanying text that describes the photograph. Photographs will become pages of the classroom big book that will depict appropriate behaviors during reading that can be used as a review of the mini-lessons as well as a classroom reference tool. This project will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequences of letters. **CCKRF1b**	**Pre-A) Enduring Understandings:** *Reading expands understanding of the world, its people, and oneself.* *Readers use strategies to construct meaning.* *Readers think about what they are reading or hearing and share their opinions with others.* *People communicate through words that are spoken and written.* *New information may result in a new idea or a change of thinking.* **Pre-A) Essential Questions:** Why do people read? What do people read? What are the benefits of reading? How does reading affect your life? How do readers prepare for reading? What are readers thinking about as they read? Why are strategies important? What is the purpose of communication? Why do we ask questions? **Pre-A) Learning Targets:** *I can* • Acquire understanding of new words from context. • Use new words in discussion of a	**Pre-A) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Graphic Organizers Response Cards Interactive Word Walls White board responses Literacy Center Activities and File Folder Experiences **Pre-A) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• Understand that words are separated by spaces in print. **CCKRF1c** • Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2** • Recognize and produce rhyming words. **CCKRF2a** • Count, pronounce, blend, and segment syllables in spoken words. **CCKRF2b** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1** • With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts. **CCKRL2** • With prompting and support, identify characters, settings, and major events in a story. **CCKRL3** • Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4** • Recognize common types of texts (e.g. storybooks, poems). **CCKRL5** • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	text. • Acquire new vocabulary from listening and use in discussion. • Bring background knowledge to understanding characters and their problems. • Bring background knowledge to understanding the content of a text. • Make predictions about what a character is likely to do. • Have some favorite writers or illustrators. • Use specific vocabulary to talk about texts: *author, illustrator, cover, wordless picture book, information book, big book, character, picture book, and problem.* • Remember and talk about interesting information in a text. • Follow the events in a story and remember them after reading. • Discuss how to read a text with the teacher and peers. • Recognize and identify some aspects of text structure, such as beginning and ending. • Participate in mini-lessons with an adult and peers.	

CCKRL6 • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7** • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9** • Actively engage in group reading activities with purpose and understanding. **CCKRL10** • With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1** • With prompting and support, identify the main topic and retell key details of a text. **CCKRI2** • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCKRI3** • With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6** • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. how do the objects on a particular page of a book help to enhance the meaning of the page?). **CCKRI7** • With prompting and support, identify the reasons an author gives to support points in a text. Including but not limited to drawing conclusions from fiction and non-fiction texts about construction and tools. **CCKRI8** • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9**		

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• Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictation, and writing to compose opinion pieces in which they tell a reader the topic or the name of a book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • Participate in shared research and writing projects. **CCKW7** • Print many upper and lower case letters. **CCKL1a** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Write a letter or letters for most consonant and short-vowel sounds (phonemes). **CCKL2c** • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **CCKL2d** • Use words and phrases acquired through conversations, reading and being read to, and responding to text. **CCKL6** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2**		

• Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		
Pre-B) Word Study and Word Games Students will participate in word study lessons and practice their word study skills with a variety of word games. Emphasis will be placed on developing student's skills in phonemic awareness, rhyming, sight word recognition, letter recognition, letter/sound relationships, one-to-one match, syllables, and concept of word. This project will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequences of letters. **CCKRF1b** • Understand that words are separated by spaces in print. **CCKRF1c** • Recognize and name some or most of the upper- and lowercase letters of the alphabet. **CCKRF1d** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2** • Recognize and produce rhyming words. **CCKRF2a** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most	**Pre-B) Enduring Understandings:** *Conventional spelling promotes common understanding.* *Letters represent sounds.* *Letters can blend to make a single sound.* *Letters combine in specific ways to form words.* **Pre-B) Essential Questions:** Why is it important to use correct spelling? What sounds are in letters? What sounds are in words? What if all letters made only one sound? How are letters, words, and sentences formed? Why does letter order matter? What if the letters were scrambled? **Pre-B) Learning Targets:** *I can…* • Locate the first and last letters of words in continuous text. • Recognize my name. • Understand that one says one word for one group of letters when you read. • Understand the concept of a sentence (as a group of words with ending punctuation).	**Pre-B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Graphic Organizers Response Cards Interactive Word Walls White board responses Literacy Center Activities and File Folder Experiences **Pre-B) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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frequent sound(s) for each consonant. **CCKRF3a** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper and lower case letters. **CCKL1a** • Use frequently occurring nouns and verbs. **CCKL1b** • Form plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes; pig, pigs). **CCKL1c** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Write a letter or letters for most consonant and short-vowel sounds (phonemes). **CCKL2c** • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **CCKL2d** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. **CCKL4** • Use words and phrases acquired through conversations, reading and being read to, and responding to text. **CCKL6** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to	• Understand the concepts of letter and word (as a single character or group of characters). • Understand the concepts of first and last in written language. • Use my name to learn about words and make connections to words. • Match one spoken to one written word while reading and pointing. • Segment sentences into words. • Blend two or three phonemes in words (*d-o-g, dog*). • Hear and recognize word boundaries. • Hear and say syllables (*to-ma-to, can-dy, um-brel-la*). • Hear, say, connect, and generate rhyming words (*fly, high, buy, sky*).	

enhance learning, to descriptions as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		
Pre-C) The Things I Like Class Book Students will collaboratively create a class book. Each student will be responsible for creating one page to contribute to the book by completing a sentence stem such as: I like… Students will finish the sentence stem by drawing, labeling, and writing a list of things that they like in a variety of areas and share their list with their peers. Writing will be modeled by adults and practiced by student participation in shared and interactive writing experiences designed to introduce students to the clear structures, routines and expectations of writing in the classroom as well as how to say a word slowly to hear all the sounds and write each sound they hear. Individual completed pages will be combine to create a class book for the classroom library as well as a duplicate copy for the school library. This project will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequences of letters. **CCKRF1b** • Understand that words are separated by spaces in print. **CCKRF1c** • Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2** • Recognize and produce rhyming words. **CCKRF2a** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound	**Pre-C) Enduring Understandings:** *Words have meaning-they represent objects, ideas, situations, and feelings.* *Some words describe what we see, hear, taste, touch, and smell.* *Some words tell what we think.* *Some words tell what we feel.* *Writing is a timeless form of communication.* *Writing allows you to "talk to" people who are not there.* *Audience and purpose influence the style and type of writing chosen by the author.* *Writing helps us clarify, as well as express, our thoughts and opinions.* **Pre-C) Essential Questions:** What if words could mean anything at all? Why does word order matter? What if the words were scrambled? Why am I writing? Who will read my writing? How can writing help me learn about myself? **Pre-C) Learning Targets:** *I can…* • Write a title and my name as the author on my individual page of the class book. • Tell one part, idea, or group of ideas on my page of the class book. • Present my ideas in a logical sequence. • Share my thoughts and feelings	**Pre-C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Graphic Organizers Response Cards Interactive Word Walls White board responses Literacy Center Activities and File Folder Experiences **Pre-C) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6** • Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • Participate in shared research and writing projects (e.g. explore similarities and differences between texts, explore a number of books about friends and the beginning of school). **CCKW7** • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **CCKW8** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper and lower case letters. **CCKL1a** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. **CCKL4** • Use words and phrases acquired through conversations, reading	about a topic. • Write about what I know and remember. • Use spaces between words to help readers understand my writing. • Write some words with consonant letters appropriate for sounds in words (beginning, ending, or both). • Understand that letters represent sounds. • Write letters in groups to form words. • Leave appropriate space between words. • Hold pencil or pen with satisfactory grip. • Look for ideas and topics in personal experiences, shared through talk. • Think about the people who will read the writing and what they will want to know. • Put together the related details on a topic in the text. • Understand the role of the writing conference in helping writers. • Use words and drawings to compose writing. • Write a continuous message on a simple topic. • Reread writing before continuing to write. • Create illustrations for pieces of writing. • Share writing by reading it to the class. • Use drawings to represent people, places, things, and ideas. • Take on writing independently.	

and being read to, and responding to text. **CCKL6** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**	• Have a list of topics in mind to write about. • View self as writer.	
Pre-D) Reading With A Buddy with Book Talks and Performances Students will learn how to read with their assigned classroom buddy. Mini lessons will include: How readers look closely at the characters in their books and imagine what they'd say and how they'd say it by looking at facial expressions and thinking about the story; how to act out characters in a story with their partners; how to act out familiar stories and reading buddy etiquette. This project will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequences of letters. **CCKRF1b** • Understand that words are separated by spaces in print.	**Pre-D) Enduring Understandings:** *Readers develop a deeper understanding through discussion and reflection of text with themselves and with others.* *Listening skills are critical for learning and communicating.* *People communicate through speaking.* **Pre-D) Essential Questions:** How do readers reflect and respond? Why do you need to evaluate what you read? How do you listen? What impact does listening have? How do you speak effectively? In what ways are ideas communicated	**Pre-D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Graphic Organizers Response Cards Interactive Word Walls White board responses Literacy Center Activities and File Folder Experiences **Pre-D) Summative Assessments:** *Student progress will be measured by:*

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CCKRF1c • Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2** • Recognize and produce rhyming words. **CCKRF2a** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1** • With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts about friends and the beginning of school. **CCKRL2** • With prompting and support, identify characters, settings, and major events in a story. **CCKRL3** • Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4** • Recognize common types of texts (e.g. storybooks, poems). **CCKRL5** • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6** • With prompting and support, compare and contrast the	orally? **Pre-D) Learning Targets:** *I can…* • Acquire understanding of new words form context. • Use new words in discussion of a text. • Acquire new vocabulary from listening and use in discussion. • Pick up important information and remember it to use in discussion. • Notice and ask questions when meaning is lost or understanding is interrupted. • Notice and derive information from pictures. • Mimic the teacher's intonation and stress when joining in on refrains or repetitive text. • Give reasons to support thinking. • Mimic the teacher's expression. • Reflect meaning with the voice through pause, stress, and phrasing. • Discuss how to read a text with the teacher and peers. • Make connections between texts that they have read or heard before. • Use details from illustrations to support points made in discussion. • Have opinions about texts.	Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

adventures and experiences of characters in familiar stories. **CCKRL9** • Actively engage in group reading activities with purpose and understanding. **CCKRL10** • With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1** • With prompting and support, identify the main topic and retell key details of a text. **CCKRI2** • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCKRI3** • With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6** • Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2** • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3** • With guidance and support from adults, respond to questions		

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and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • Participate in shared research and writing projects. **CCKW7** • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **CCKW8** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper and lower case letters. **CCKL1a** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. **CCKL4** • Use words and phrases acquired through conversations, reading and being read to, and responding to text. **CCKL6** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**		

Pre-E) How-To Be A Purposeful Writer Big Book Students will collaboratively create a Big Book as they learn the procedures and expectations for how writing will look and sound in the classroom. Students will participate in shared writing, interactive writing, and writers workshop experiences designed to introduce them to the clear structures, routines and expectations of writing in the classroom, how to "turn and talk" to a writing partner, that writer's are problem solvers and how to solve problems they run into when they become "stuck" as a writer, how to say a word slowly to hear all the sounds and write each sound heard, the importance of revising their writing, and how to share what they have written with their peers and adults. After participating in a mini-lesson, students will engage in guided and independent practice of skills taught during the lesson. As students are practicing their new skills, photographs will be taken of all students. Once printed and with prompting and guidance, students will draw, label, and write captions and accompanying text that describes the photograph. Photographs will become pages of the classroom big book that will depict appropriate behaviors during writing that can be used as a review of the mini-lessons as well as a classroom reference tool. This project will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequences of letters. **CCKRF1b** • Understand that words are separated by spaces in print. **CCKRF1c** • Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2** • Recognize and produce rhyming words. **CCKRF2a** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**	**Pre-E) Enduring Understandings:** *Writers have a purpose for writing.* *Writing is a multi-stage process.* *Writing is a reflective process.* *Effective communication relies on the use of proper forms.* *Visual materials enhance understanding.* **Pre-E) Essential Questions:** Why do we write? How is your style of writing influenced by purpose? What is the importance of sharing when writing? How does each step in the process of writing impact your writing? How do we evaluate writing? How does the audience influence the format of your writing? How does the purpose influence the format of your writing? How do the visual materials send messages? How do visuals impact our thoughts and actions? **Pre-E) Learning Targets:** *I can…* • Record interesting information about mini-lessons. • Illustrate a text by drawing. • Write or draw about interesting facts. • Notice and sometimes use new words from a lesson or text. • Tell important information when writing. • Put together the related details on a topic in a text.	**Pre-E) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Graphic Organizers Response Cards Interactive Word Walls White board responses Literacy Center Activities and File Folder Experiences **Pre-E) Summative Assessments:** *Student progress will be measured by:* Completion of: Purposeful reader big book page Participation in word study and word games Creation of Things I Like page for class book Participation in reading with a buddy book talks and performances Creation of purposeful writer big book page Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2** • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • Participate in shared research and writing projects. **CCKW7** • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **CCKW8** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper and lower case letters. **CCKL1a** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. **CCKL4** • Use words and phrases acquired through conversations, reading and being read to, and responding to text. **CCKL6**	• Put the facts or information in order. • Tell about experiences or mini-lessons the way one would talk about them to others. • Provide supportive description or details to explain the important ideas. • Use vocabulary appropriate to the topic. • What about what is known and remembered. • Use spaces between words to help readers understand the writing. • Place words in lines, starting left to right, top to bottom. • Place titles and headings in the appropriate place on a page. • Understand that the print and pictures can be placed in a variety of places on the page within a book. • Write in the present tense (*I like…)* • Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet. • Capitalize *I*. • Use uppercase letters in titles. • Understand that letters represent sounds. • Construct phonetic spellings that are mostly readable. • Write letters in groups to form words. • Leave appropriate space between words. • Hold pencil or pen with satisfactory grip. • Write left to right in lines.	

• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**	• Write letters or words that can be easily read. • Think about the purpose for writing. • Tell events in chronological order. • Participate actively in experiences and lessons and remember details that contribute to writing and drawing.	

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Kindergarten Expedition One: The People and Places of *Academia Antonia Alonso*

Timeline: Approximately mid-September to Mid December (12 weeks)
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will become familiar with the people and places in their school community, the role they play, responsibilities associated with the role, and tools they use as well as the student's own role and responsibility in the school community through the creation of a school directory, map, ABC quilt and book. Culmination of Expedition One takes place with a celebration of learning for students and members of their communities.

Expedition One Enduring Understandings:
Each person in the school community is part of larger and smaller communities.
Each person in the school community has a role and responsibility to the community in order for the community to function at its fullest potential.

The Essential Questions that propel Expedition One consist of the following:
Who are the people in my community?
What does each person in my community do?
How does each person's job in the community contribute to the community as a whole?
What does each person use to do their job to the best of their ability?
How can I communicate and share the responsibilities and tools each person uses in the community?
What is my role and responsibility to the community?
What is a map?
Why do we need maps?
How do maps help people?

Literacy Tools Used During Expedition One:

Writing instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Kindergarten Expedition One

1A) Community Card and Directory
Students will work independently and interdependently to research the jobs and roles people have in the school community and create the community card and directory. Each student will have an assigned/chosen staff member and will write and illustrate a community card about the staff member. The card will include a photo and information about the staff member, their role in the school, and a tool they use in their daily work. On the reverse side of the card there will be a copy of the school map created by the students with a star placed on the staff members space in the school. Two sets will be created, one card to become part of a community directory about the key people in the school and the second card to be given to the staff member. This project will require the student to:

- Use a combination of drawing, dictating, and writing to produce an informative text in the form of a community directory that introduces the key people in the school and exhibits the following text features, all of which are consistent with the genre and purpose of the writing: Development, Organization, Style, and Word Choice. **CCKW2**
- With guidance and support from adults, explore a variety of digital tools to produce and publish a

1A) Enduring Understandings:
A good text has a pattern or plan.
A writer selects a form based on his purpose.
Conventions of language help readers understand what is being communicated.
Good researchers start with a clear purpose, topic, and audience when doing research.
Good research comes from a variety of sources.
Good research is shared in effective ways with intended audiences and for specific purposes.
I can use my own experiences to make a connection to another person.
We write to communicate with one another and to express our ideas and stories.
Using the writing process helps me to make my writing better.

1A) Essential questions:
Why am I writing? For whom?
What am I trying to achieve through my writing?
Who will read my writing?
What will work best for my audience?
Why does a writer choose the form of writing he/she does?

1A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Learning Logs
Graphic Organizers
Response Cards
Interactive Word Walls

1A) Summative Assessments:
Student progress will be measured by:

Get it! Got it! Go!
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
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community directory, including collaboration with peers that will enhance learning and publication of directory. **CCKW6** • Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). Intentional emphasis placed on understanding that informative writing is subject-centered: The purpose is to help the reader understand the subject or topic by describing the subject and explaining the details related to the subject so that the reader has a clear and complete understanding of the topic, in this case, the people of the community and their responsibilities which will be published in a community directory. **CCKW7** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to produce the community directory. **CCKL1** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing the community directory. **CCKL2** • Capitalize the first word in a sentence and the pronoun *I*. **CCKL2a** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content* intentional emphasis placed on words and phrases related to communities and community members/helpers. **CCKL4** • Use words and phrases acquired through conversations, reading and being read to, and responding to texts based on communities and community members/helpers and their roles in the community. **CCKL6** • Demonstrate understanding of the organization and basic features of print (e.g. title, author) by identifying essential information from examples of directories and their related text features as well as technical and other informative texts related to communities and community members/helpers. **CCKRF1**	How do writers communicate clearly? What is the relationship between reader and writer? What is the relationship between speaker and listener (e.g. interviewer and interviewee)? How do letter patterns help me read words I do not know? How do letter sounds help me read words I do not know? How do letter sounds and patterns help me learn to spell? How do the connections I make to another person help me better understand the person? Why does the audience matter in my writing? Why is it important to use just the right word? **1A) Learning Targets:** *I can…* • Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic. • Access and use simple programs on the computer (easy word-processing). • Locate letter keys on a computer keyboard to type simple messages. • Understand that writers can get help from other writers. • Understand that writers can change writing in response to peer or teacher feedback. • Notice and use some details from texts in groups or independent writing. • Create texts that have some of the characteristics of published texts. • Sometimes borrow the style or some words or expressions from a writer. • Form upper and lower case letters efficiently in manuscript print. • Participate actively in whole-class discussion or with peers as partners, or in a small group. • Use grade-appropriate specific vocabulary	

• Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Understand that words are separated by spaces in print. **CCKRF1c** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Orally blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. **CCKRF2d** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • With prompting and support, ask and answer questions about key details in a text in order to demonstrate overall understanding of printed texts and identify if the author's purpose is to inform, persuade, or entertain. **CCKRL1** • Ask and answer questions about unknown words in a text. **CCKRL4** • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts and the relationship between a community member/helper and their role within the community). **CCKRL7** • Actively engage and participate in small group guided reading groups, whole class read aloud discussions, and personal reading activities with purpose and understanding in order to further the student's knowledge about communities and community members/helpers. **CCKRL10** • Confirm understanding of a text real aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not	when talking about text. • Show awareness of the first place position of capital letters in words. • Use a capital letter for the first word of a sentence. • Capitalize the letter *I*. • Understand the meaning of words during reading. • Acquire understanding of new words from context. • Notice and sometimes use new words from text. • Use left to right directionality of print and return to the left in reading and writing. • Understand that one says one word for one group of letters when I read. • Follow societal rules regarding conversations such as: Listening to others, taking turns when speaking, staying on topic, making eye contact (*if culturally appropriate*), and using an appropriate voice and tone. • Describe people, places, and things I know using details. • Use pictures and words to tell about the person I interviewed. • Use feedback from adults and peers to make my community cards better. • Use digital writing tools to create my community cards. • Use capital letters in the beginning position in a few familiar, known proper nouns (e.g. my name and the name of my staff member). • Use capital letters in the title of my community card. • Leave appropriate spaces between my words when I write. • Write left to right in lines. • Return to the left margin to start a new line of	

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understood. **CCKSL3** • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g. describing connections between two communities, community members, community resources and roles). **CCKRI3** • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts.) with an intentional emphasis placed on stories about communities and community helpers. **CCKRI7**	writing. • Use a proper pencil grip when I draw or write. • Organize my community card information in a way that makes sense and is easy to follow. • Identify the purpose for my research. • Ask a question to guide my research.	
1B) Interviewing People in My Community To collect information for the community card and directory, students will interview a staff member about their job, responsibilities, the tools they use in their job, and how their job supports the school wide community; as well as any other communities the staff member might belong to outside of the school community. This will require the student to: • Participate in collaborative conversations with diverse partners about kindergarten topics and texts (e.g. community members/helpers and their roles within and outside of the community) with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for conducting an interview by following implicit rules for conversation such as listening to others, taking turns when speaking, staying on topic, making eye contact (*if culturally appropriate*), and using an appropriate voice and tone. **CCKSL1a** • Continue a conversation through multiple exchanges (e.g. when conducting the interview with a staff member). **CCKSL1b** • Confirm understanding of the information presented during the interviewer by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2**	**1B) Enduring Understandings:** *Oral discourse helps to shape our lives and build connections to others.* *Learning is about sharing different ideas and views while actively listening to people.* *Good researchers start with a clear purpose, topic, and audience when doing research.* *Oral discourse helps to shape our lives and build connections to others.* *Discussion creates a greater understanding of a variety of topics.* *Learning is about sharing different views and actively listening to those with different views.* **1B) Essential Questions:** Why am I speaking? For whom? What am I trying to achieve through speaking? Who is my audience? Why is the appropriate vocabulary important to effective reading, writing, listening, and speaking? How can I communicate so others will listen? How is written language different from spoken words? How is written language the same as spoken words? What makes a good interview? **1B) Learning Targets:**	**1B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Peer Assessment Self Assessment Practice Interviews Interactive Word Walls **1B) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go1 Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

• Ask and answer questions in order to seek help, get information, or clarify something that is not understood during the interview process. **CCKSL3** • Describe the person interviewed by the student by connecting events, familiar people, places, things, and actions to specific life experiences (e.g. an experience from a person interviewed) and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays to information obtained during the interview and descriptions of the interviewee as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly during the interview process. **CCKSL6** • Collaboratively produce and expand appropriate interview questions in complete sentence form; with guidance and support from adults, respond to and discuss questions and suggestions from peers and adults in order to add details to strengthen the interview questions. **CCKW5** • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers that will enhance learning, enhance the accuracy of the interview process (video and/or audio recording of interview), and publication of interview results. **CCKW6** • Develop a vocabulary of words and phrases that are typically used before, during, and after the interview process; including the ability to understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on *kindergarten reading and content* in order to develop a vocabulary of words and phrases in order to understand the staff member's job, responsibilities, and tools. **CCKL4** • Identify real-life connections between words and their use in order to understand, describe, and explain	*I can…* • Use polite conversational conventions (please, thank you, greetings). • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak clearly enough to be understood by others in conversation, especially my staff member that I am interviewing. • Enter a conversation appropriately. • Use words that I hear in books and in conversations. • Use new words when I speak. • Follow societal rules regarding conversations such as: Listening to others, taking turns when speaking, staying on topic, making eye contact (*if culturally appropriate*), and using an appropriate voice and tone. • Form clear questions to gain information or clarification if I do not understand. • Build upon what others say when I participate in a conversation. • Use question words during my interview. • Ask my staff member questions to find out information. • Listen to my staff member's answer. • Write the answers given by my staff member to my questions. • Use spaces between words when I write. • Tell others how my staff member helps our community. • Tell others about a tool my staff member uses to do their job in our community. • Name five or more people in my school community and name a tool they use to do their job. • Explain my own role within my school community.	

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communities, people within communities and their function within the community. **CCKL5c** • Use words and phrases acquired through participating in discussions with the staff member they are interviewing, reading and being read to, and responding to texts. **CCKL6** • With prompting and support, retell information shared by the staff member during the interview including key details, shared experiences and familiar stories told by the interviewee. **CCKRL2** • Actively engage in group reading activities with purpose and understanding in order to broaden awareness of different community members/helpers and various types of communities by reading stories about different communities and cultures in order to prepare for interviewing a person in the community. **CCKRL10** • Recognize that the spoken words of the interviewer and interviewee are represented in written language by specific sequences of letters. **CCKRF1b** • When taking notes before, during, and after the interview, understand that words are separated by spaces in print. **CCKRF1c** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) when engaged in conversation throughout the interview process. **CCKRF2** • Count, pronounce, blend, and segment syllables and letter sounds in spoken words throughout the interview process. **CCKRF2b** • Orally blend and segment onsets and rimes of single-syllable spoken words throughout the interview process. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words when reading and asking questions to the interviewee. This does not include CVCs ending with /l/, /r/, or /x/. **CCKRF2d**		
1C) Map of the school community	**1C) Enduring Understandings:**	**1C) Formative Assessments:**

Working collaboratively, students will become experts about one room of the building and develop a map of their assigned/chosen room or office in the school community that will become part of a larger map depicting the entire school community. Individual maps will be mounted with Velcro backs to create a large interactive map of the entire school. This will require the student to: • With prompting and support, identify the main topic, i.e. the main components of the map and retell key details in writing and/or orally of a text (e.g. be able to describe key components of the map and describe how to use the map to another person). **CCKRI2** • With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text, i.e. the map. In writing and/or orally give details about how things look in relationship to others, using appropriate terms related to map making and reading (e.g. compass rose, key, representation). **CCKRI3** • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. the relationship between the physical classroom and the map representation with map features labeled). For example, what person, place, thing, or idea in the text an illustration (the map) depicts. **CCKRI7** • With prompting and support, identify basic similarities in and differences between two texts (e.g. two student created maps or commercially produced maps) on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9** • Actively engage in group reading activities with purpose and understanding (e.g. reading and following maps). **CCKRI10** • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Intentional emphasis placed on understanding how to	*Conventions of language help readers understand what is being communicated.* *Maps are tools.* *Maps help people explore their world and communities.* **1C) Essential Questions:** Why use a map? Why do we need maps? How do you read a map? What are the important parts of a map? **1C) Learning Targets** *I can…* • Participate actively in whole-class discussions or with peers as partners, or in a small group. • Build upon what others say when I participate in a conversation. • Follow societal rules regarding conversations such as: Listening to others, taking turns when speaking, staying on topic, making eye contact (*if culturally appropriate*), and using an appropriate voice and tone. • Ask questions when I am confused. • Identify the beginning, middle, and ending sounds of CVC words to write on my map. • Use symbols to represent permanent objects on my map. • Use spaces between words when I write on my map. • Write letters in groups to form words. • Include a key, compass rose, and title on my map and explain the purpose of each. • Use a compass rose to determine direction. • Write a capital N, S, E, and W on my map in my best handwriting.	*Student progress will be measured by:* Questioning Observation Discussion Learning Logs Graphic Organizers Peer Assessment Self Assessment Visual Representation Interactive Word Walls **1C) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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read, understand, and be able to explain to another person how to navigate the classroom and school maps. **CCKSL2** • Add drawings or other visual displays to descriptions (i.e. maps) as desired and appropriate to provide additional detail. **CCKSL5** • Demonstrate understanding of the organization and basic features of print on map related artifacts. **CCKRF1** • Understand that words are separated by spaces in print in order to correctly label and create all components of a map. **CCKRF1c** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Orally blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with /l/, /r/, or /x/. **CCKRF2d** • Identify real-life connections between words and their use: Particular emphasis placed on words used to describe location, size, color, and shapes (e.g. note places in the community and on the map that are *colorful*). **CCKL5c** • With prompting and support, ask and answer questions about key details in a text (e.g. text refers to maps used as reference materials as well as maps created by students). **CCKRL1** • Recognize common types of texts (e.g. different types of maps, stories and poems about maps). **CCKRL5** • With prompting and support, describe the relationship between illustrations (a map) and the story (or classroom, school community) in which they appear (e.g. what object, room, place in the school or community the map depicts). **CCKRL7** • Actively engage in group reading activities using multiple sources of information to compare and	• Match the symbols on my map to my key. • Represent an object from the physical world on a piece of paper. • Use a map of the school to locate different places in the school (e.g. my classroom, my staff member I interviewed for the directory, the school nurse, etc.)	

contrast map styles and parts of a map with purpose and understanding. **CCKRL10** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about (a map) and supply some information about the topic (labeling the parts of the map, key, compass rose, etc.) **CCKW2** • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers that will enhance learning and publication of map. **CCKW6** • Participate in shared research and writing projects (e.g. explore a variety of map styles, discuss, compare and contrast maps of different communities, schools, and time periods, as well as investigate maps of the community as available). **CCKW7** • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and create an authentic map. **CCKW8**		
1D) ABC book and ABC Quilt Students will collaboratively create an ABC book and ABC quilt that highlights the people and places of the community and reflects the culture of the school. Each student will create a page for the ABC book and a block for the ABC quilt. Individual pages will be designed to reflect the people and places within the school community. This will require the student to: • Demonstrate command of the conventions of standard English grammar and usage when writing the collaborative ABC quilt and book. **CCKL1** • Print many upper- and lowercase letters as part of the ABC quilt and book. **CCKL1a** • Use frequently occurring nouns and verbs to describe an item, person, or cultural aspect of the school community, community members/helpers (e.g. *tall, brown building* could describe the outside of the	**1D) Enduring Understandings:** *Punctuation marks guide readers through the text to help avoid confusion.* *Good readers use both the text and the illustrations to make sense of the text.* *Audience and purpose (e.g. to inform, persuade, entertain) influence the use of literary techniques (e.g. style, tone, word choice).* *A writer selects a form based on their purpose.* *Different types of texts (e.g. narrative, mystery, biography, ABC books) have different structures.* *Understanding a text's structure helps a reader better understand its meaning.* **1D) Essential Questions:** How do illustrations and other graphics help me understand what I read? How can I use pictures and words together to	**1D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Response Logs Graphic Organizer Visual Representation Partner Reading Response Cards Think-Pair-Share Interactive Word Walls **1D) Summative Assessments:** *Student progress will be measured by:*

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school). **CCKL1b** • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing a page of the classroom collaborative ABC quilt and ABC book. **CCKL2** • Capitalize the first word in a sentence and the pronoun *I* in order to produce a collaborative ABC quilt and book that exhibits correct sentence formation and use of conventions. **CCKL2a** • Recognize and name end punctuation. **CCKL2b** • Write a letter or letters for most consonant and short-vowel sounds (phonemes) as they relate to the ABC quilt and book. **CCKL2c** • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **CCKL2d** • Use words and phrases acquired through conversations about ABC books, reading and being read to various types of ABC books, and responding to various examples of ABC books. **CCKL6** • Ask and answer questions about unknown words in an ABC text. **CCKRL4** • With prompting and support, describe the relationship between illustrations in a variety of ABC books and the story in which they appear (e.g. How do the illustrations found in an ABC book help you construct and/or convey meaning?). **CCKRL7** • Actively engage in group reading activities with purpose and understanding while making connections between ideas found in a variety of ABC books from different cultures and eras. **CCKRL10** • Demonstrate understanding of the organization and basic features of print as found in ABC books. **CCKRF1** • Follow words in an ABC book from left to right, top to bottom, and page-by-page. **CCKRF1a** • Understand that words in commercially prepared and student-made ABC books are separated by spaces in print. **CCKRF1c** • Recognize and name all upper- and lowercase letters of	communicate my ideas? **1D) Learning Targets:** *I can …* • Answer questions about read aloud books and other information I hear. • Ask questions about read aloud books and other information I hear. • Ask questions when I am confused about words I do not know or when I do not understand the story. • Use words and phrases I learn through books and conversations. • Distinguish between print and pictures. • Connect words by the sounds (sat, sun) • Hear and say beginning phonemes in words (run/race, mom/make) and ending (win/fun, get/sit). • Blend two or three phonemes in words (d-o-g, dog). • Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meat, heat), and letter sequences. • Categorize letters by features-by slant lines *(v, w, x)* and straight lines (*p, l, b, d*); by circles (*o, b, g, p*) and no circles (*k, x, w, r*); by tunnels (*n, h*); by tails (*y, p, g*); by no tails *(r, s*) by dots/no dots; by tall/short; by consonants/vowels. • Recognize and produce the names of most upper- and lowercase letters. • Identify a word that begins with the sound of each letter. • Understand alphabetical order. • Recognize and use beginning consonant sounds and the letters that represent them to read and write words for the ABC book. • Understand that there is a relationship	Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

the alphabet. **CCKRF1d** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Orally blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVCs ending with /l., /r/, or /x/. **CCKRF2d** • Know and apply grade-level phonics and word analysis skills in decoding words in ABC books. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. **CCKRF3a** • Read emergent-reader ABC texts with purpose and understanding. **CCKRF4** • With prompting and support, describe the connection between two individuals, events, ideas, pieces of information, or pages of ABC books in a text. **CCKRI3** • Identify the front cover, back cover, and title page of an ABC book. **CCKRI5** • With prompting and support, describe the relationship between illustrations in various ABC books and the text in which they appear (e.g. how does the illustration further the understanding of the letter being highlighted on the page?). **CCKRI7** • With prompting and support, identify basic similarities in and differences between two ABC books. **CCKRI9** • Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite ABC book is… or I chose these items for my page in the ABC book because…).	between sounds and letters. • Attempt to write words by writing one letter for each sound heard. • Describe the author's job in telling a story in an ABC book. • Describe the illustrator's job in telling a story in an ABC book. • Describe how pictures help tell the story in an ABC book. • Identify the front cover, back cover, and title page of text. • Follow words from left to right, top to bottom, and page-by-page. • Notice and understand texts that are based on established sequences, specifically ABC books. • Understand that layout of print and illustrations are important in conveying the meaning of a text, especially an ABC book. • Understand that the print and pictures can be placed in a variety of places on the page within an ABC book. • Generate and expand ideas through talking with peers and adults about my page for the ABC book and quilt. • Make lists or ideas for writing my part of the ABC book and quilt.	

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CCKW1 • Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic (e.g. I am writing the letter S page and these are things that start with the letter S…). **CCKW2** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers that will enhance learning and publication of ABC book and quilt. **CCKW6** • With guidance and support from adults, recall information from creating the community directory, interviews with school and community member/helper, mapping the school and community, exploration of ABC books as well as guided reading experiences to gather information from provided sources to answer a question and determine information to be included on ABC page for book and quilt. **CCKW8**		
1E) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. During this expedition, texts will focus on stories from different cultures and eras about communities, community members/helpers, mapping, and a variety of ABC books. This will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Understand that words are separated by spaces in print.	**1E) Enduring Understandings:** *Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures.* *Understanding a text's structure helps a reader better understand its meaning.* *Good readers are never afraid or embarrassed to admit when they do not understand; asking questions is what good readers do when they read.* *Good readers know and use many different strategies to help them understand what they are reading.* *Good readers use letters, sounds, and spelling patterns to read printed words on the page.* *Good readers use print cues to solve unknown words while focusing on understanding text.* *Authors use text features to help readers identify the*	**1E) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Response Logs Graphic Organizers Self Assessments Response Cards Think-Pair-Share Partner Reading Story Maps Interactive Word Walls

CCKRF1c

- Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2**
- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d**
- Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a**
- Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c**
- Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts as well as the larger community and the world through application of information previously obtained through interviews of community members, mapping projects, creation of community directory, exploration of ABC books. **CCKRF4**
- With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1**
- With prompting and support, retell familiar stories, including key details. Including but not limited to

purpose of the text and help readers make meaning from the text.
Good readers stop to see if what they are reading makes sense and use fix-up strategies when it does not make sense.
Authors and illustrators have different roles creating a text, and each contributes to the meaning of the text.

1E) Essential Questions:
Why should I read?
What can I learn from print?
What do good readers sound like?
What strategies do I use when I do not understand what I am reading?
How do texts differ?
How should I read different types of text?
How do texts about other ages, genders, nationalities, races, religions, and disabilities tell experiences similar or different than mine?
How are stories from other places and times about me?
What are different strategies I can use to figure out the meaning of words that I do not know?
What is a story?
What is the main idea?

1E) Learning Targets:
I can…

- Recognize most words quickly with the support of meaning and language structure.
- Say a word and predict its first letter before locating it.
- Say a word slowly to hear and identify the first sound and connect to a letter.
- Recognize a few high-frequency words (e.g. a, I, the, and, is, can, in, it).
- Read left to right across one line of print.
- Match one spoken word with one printed word.
- Search for and use information in the print and pictures (letters and sounds, known

IE) Summative Assessments:
Student progress will be measured by:

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recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts about communities, members/helpers in our communities, mapping, and ABC books. **CCKRL2** • With prompting and support, identify characters, settings, and major events in a story. **CCKRL3** • Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4** • Recognize common types of texts (e.g. storybooks, poems). **CCKRL5** • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6** • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7** • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9** • Actively engage in group reading activities with purpose and understanding. **CCKRL10** • With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1** • With prompting and support, identify the main topic and retell key details of a text. **CCKRI2** • With prompting and support, describe the connection between two individuals, events, ideas, communities, and types of community helpers, maps, ABC books, or pieces of information in a text. **CCKRI3** • With prompting and support, ask and answer questions about unknown words in a text. Including, but not	words). • Remember what the story is about during reading. • Make predictions based on information in the pictures. • Predict the ending of a story based on reading the beginning and middle. • Discuss personal experiences in relation to the text. • Make connections between texts on the same topic or with the same content with specific focus on communities, community members/helpers, and maps. • Realize stories have a beginning and an end. • Recognize and identify some aspects of text structure, such as beginning and ending. • Understand that an author wrote the book. • Understand that an artist illustrated the book. • Share opinions about books. • Share opinions about illustrations. • Acquire understanding of new words from context. • Acquire new vocabulary from listening and use in the classroom. • Talk about interesting information in a text. • Notice and ask questions when meaning is lost or understanding is interrupted. • Mimic the teacher's intonation and stress when joining in on refrains or repetitive text. • Give reasons to support thinking. • Follow the teacher's pointer in a coordinated way while participating in choral reading activities. • Track print left to right, return to left, and top to bottom with the assistance of the teacher's pointer. • Remember and use repeating language patterns when rereading.	

limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6** • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. how do the objects on a particular page of an ABC book help to enhance the meaning of the page?). **CCKRI7** • With prompting and support, identify the reasons an author gives to support points in a text. Including but not limited to drawing conclusions from fiction and non-fiction texts about communities, community members/helpers, mapping, and ABC books. **CCKRI8** • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). Including but not limited to identifying and acknowledging the experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities within communities, as community members/helpers. **CCKRI9** • Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…); as related to communities, community members/helpers, mapping, and/or ABC books. **CCKW1** • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they	• Notice and use spaces to define word boundaries.	

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occurred, and provide a reaction to what happened. **CCKW3** • Participate in shared research and writing projects (e.g. explore a number of books about community members/helpers, discover the differences between ABC books, note the unique characteristics of several maps or books about maps and communities). **CCKW7** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		
1F) Celebration of Learning Event Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to	**1F) Enduring Understandings:** *Good listening and speaking skills help us better understand each other.*	**1F) Formative Assessments:** *Student progress will be measured by:*

be held at the completion of Expedition One. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, and written presentations that introduce attendees to the large, interactive map, community cards and community directory, community ABC book and quilt and describe the processes they used to create the projects. This will require the student to:

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1**
- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a**
- Continue a conversation through multiple exchanges. **CCKSL1b**
- Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2**
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3**
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail regarding participation in the Expedition One integrated learning projects. **CCKSL4**
- Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**
- Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**
- Demonstrate command of the conventions of standard English grammar and usage when writing the collaborative ABC quilt and book. **CCKL1**
- Use frequently occurring nouns and verbs to describe an item, person, or cultural aspect of the school community, community members/helpers (e.g. *tall,*

Our speaking skills grow through our experience and from feedback from peers and adults.
Listening and responding to what we hear develops our understanding and knowledge.
Through practice we become clear and effective communicators.
Audience and purpose (e.g. inform, persuade, entertain) influence communication.
The use of the voice (e.g. pitch, rate, volume, intonation) helps the audience understand the message.

1F) Essential Questions:

Why am I speaking? For whom? What am I trying to achieve through speaking? Who is my audience?
How can I communicate so others will listen?
How do we show others we are listening to them?
How do we show others that we understand what is being said or asked?
Can I listen and respond to what I hear?
How do speakers communicate effectively?
How can I communicate ideas effectively?

1F) Learning Targets:

I can…

- Participate in a group and partner conversations.
- Build upon what others say when I participate in a conversation.
- Follow societal rules regarding conversations such as: Listening to others, taking turns when speaking, staying on topic, making eye contact (*if culturally appropriate*), and using an appropriate voice and tone.
- Express opinions about Expedition One and explain reasoning (*because…*) when answering a question by a peer or adult during the celebration about the Expedition One integrated learning projects (e.g. community cards, ABC pages, interactive map).
- Teach a peer or an adult how to use the interactive map.

Observation
Questioning
Discussion
Practice Presentations
Visual Representation
Peer Assessments
Self Assessments

1F) Summative Assessments:

Student progress will be measured by:

Completion of:
Community Card: One for staff member and one for community directory.
Interview of staff member
ABC page for book and quilt
Creation of classroom map for interactive map
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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brown building could describe the outside of the school). **CCKL1b**

- Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*) as part of their presentation. **CCKL1d**
- Use the most frequently occurring prepositions (e.g. *to, from, in, out, on, off, for, of, by, with*). **CCKL1e**

- Produce and expand complete sentences in shared language activities throughout the presentation. **CCKL1f**
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. In addition, use words and phrases acquired during completion of Expedition One integrated learning projects. **CCKL6**
- With prompting and support, ask and answer questions about key details in a text used during Expedition One. **CCKRL1**
- With prompting and support, retell familiar stories, including key details. Including but not limited to the fiction and non-fiction texts used during Expedition One about communities, members/helpers in our communities, mapping, and ABC books. **CCKRL2**

- Speak loudly and clearly to send a clear message to my listener.
- Use words that I hear in books and in conversations to describe Expedition One to another person.
- Use new words when I speak about Expedition One.
- Use a clear voice when speaking to participate in a conversation with another person.

- Tell others how my staff member helps our community.
- Tell others about a tool my staff member uses to do their job in our community.
- Name five or more people in my school community and name a tool they use to do their job.
- Demonstrate the ability to remember and follow simple directions.
- Listen actively to others read or talk about their community card, interview, map, ABC page in the book or quilt, texts read about communities, community helpers/members, ABC books, and maps.
- Show interest in listening to and talking about stories, poems, or informational texts presented by others during the celebration.
- Express opinions about Expedition One and explain reasoning (*because…*) when asked a question by a peer or adult during the celebration.
- Report interesting information gathered from experiences and learning activities encountered during Expedition One to a peer or adult.
- Tell personal experiences, ideas, and information about Expedition One in a logical sequence.
- Make brief oral reports that demonstrate

	understanding of Expedition One activities.	

Kindergarten Mid-Year Off- Expedition: Studying Patterns in Books to Help Us Read and Talk about Books

Timeline: Approximately January through mid-February for six weeks located between the end of Expedition One and the beginning of Expedition Two.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will participate in activities and mini-lessons focused on being the best readers and writers possible. Students will be taught to listen for how a book sounds- Does it repeat? Does it rhyme? Does it have a rhythm? Additional lessons will focus on getting the students to think more deeply about their pattern books; using the title, pictures, and searching for stories in their pattern books and giving the book the "story test": 1) Does it have characters? 2) Do they do something? 3) Does it have a beginning, middle, and end? If yes, it is probably a story and the student will need to read to find out what happens and how the characters feel. Mini-lessons include moving their finger under each word, using the pattern, pictures, familiar words, and initial sounds of words to help them understand text. Strategies will include how to solve words, reread books for automaticity, phrasing, and expression in order to understand text more deeply. Students will move through the writing process as they plan, draft, revise, edit, and publish both collaborative and individual pattern books.

Mid-Year Off-Expedition Enduring Understandings:
Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures.
Understanding a text's structure helps one understand it's meaning.
Effective readers use specific strategies to help them better understand (e.g., using context clues, predicting what will come next, questioning the text, re-reading).
Readers can use words they know to help them read new words.
Pictures, graphics, illustrations can enhance text.

The Essential Questions that propel the Mid-Year Off-Expedition consist of the following:
How do texts differ?
How should I read different types of texts?
What is a "beginning"?
What is an "ending"?
Must a story have a beginning, middle, and end?
Why include pictures (graphics, illustrations, etc)?
How do you "read" a picture?

Literacy Tools Used During Mid-Year Off-Expedition

Writing instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

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Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Mid-Year Off-Expedition

Mid-Year A) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Mini-lessons will focus on how the pattern in a book can help when they read on their own, how to take a picture walk by pointing to and naming out loud what is happening in the pictures to get their minds ready to read the words on the page, how to predict what will happen in the book such as thinking to themselves, "What's going on here?" or "What is on this page that might help me figure out this word?" Students will be taught to listen for how a book sounds-Does it repeat? Does it rhyme? Does it have a rhythm? They will also practice pointing under the words as they are read, play "guess the covered word" with text in pattern books. Additional lessons will focus on getting the students to think more deeply about their pattern books; using the title, pictures, and searching for stories in their

Mid-Year A) Enduring Understandings:
The goal of reading is to make meaning from text.
Readers can use words they know to help them read new words.
Readers use strategies to construct meaning.
People communicate through words.
People rely on a variety of resources to obtain information.

Mid-Year A) Essential Questions:
What does the text mean?
How can I use words that I know to read words that are unfamiliar?
What can a reader do when they do not understand?
Why are strategies important?
Where do words or phrases come from?

Mid-Year A) Learning Targets:
I can…

Mid-Year A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Learning Logs
Response Logs
Graphic Organizers
Self Assessments
Response Cards
Think-Pair-Share
Partner Reading
Story Maps
Interactive Word Walls

Mid-Year A) Summative Assessments:
Student progress will be measured by:

Get it! Got it! Go!

pattern books and giving the book the "story test": 1) Does it have characters? 2) Do they do something? 3) Does it have a beginning, middle, and end? If yes, it is probably a story and they will need to read to find out what happens and how the characters feel. This project will require the student to:

- Demonstrate understanding of the organization and basic features of print. **CCKRF1**
- Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a**
- Recognize that spoken words are represented in written language by specific sequence of letters. **CCKRF1b**
- Understand that words are separated by spaces in print. **CCKRF1c**
- Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d**
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2**
- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d**
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **CCKRF2e**
- Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a**
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Use knowledge of language structure to anticipate the text.
- Make predictions using language structure.
- Make predictions based on the information in pictures.
- Predict the ending of a story based on reading the beginning and middle.
- Make predictions based on personal experiences and knowledge.
- Identify new information in text or pictures.
- Understand the pictures reveal interpretation of a problem or of characters' feelings.
- Notice and appreciate humor (and show by verbal or nonverbal means).
- Understand how the ideas in a book are related to each other.
- Share opinions about books.
- Share opinions about illustrations.
- Recognize most words quickly with the support of meaning and language structure.
- Use the first letter of a word in connection with meaning or language syntax to solve it.
- Locate unknown words by identifying the first letter.
- Say a word slowly to hear and identify the first sound and connect to a letter.
- Recognize a few easy high-frequency words.
- Locate high-frequency words in a text.
- Reread the sentence to problem solve, self-correct, or confirm.
- Use first letters of words (and related sounds) to monitor and self-correct.
- Use prior knowledge to monitor and self-correct.
- Begin to cross-check one kind of information against another to monitor and self-correct reading (e.g., meaning with visual information).
- Self-monitor and self-correct using meaning

Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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CCKRF3b

- Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c**
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **CCKRF3d**
- Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4**
- With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1**
- With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts. **CCKRL2**
- With prompting and support, identify characters, settings, and major events in a story. **CCKRL3**
- Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4**
- Recognize common types of texts (e.g. storybooks, poems). **CCKRL5**
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6**
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7**
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9**

in text and pictures.

- Show evidence of close attention to print.
- Use known words to self-monitor and self-correct.
- Read left to right across more than one line of print.
- Return to the left to read the next line of print.
- Ask questions to clarify meaning or get information.

- Search for and use information in pictures and language.
- Reread to search for and use information from pictures or language.
- Remember details when reading.
- Remember information to help in understanding the end of a story.

- Actively engage in group reading activities with purpose and understanding. **CCKRL10**
- With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1**
- With prompting and support, identify the main topic and retell key details of a text. **CCKRI2**
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCKRI3**
- With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4**
- Identify the front cover, back cover, and title page of a book. **CCKRI5**
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6**
- With prompting and support, describe the relationship between illustrations and the text in which they appear. **CCKRI7**
- With prompting and support, identify the reasons an author gives to support points in a text. **CCKRI8**
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9**
- Actively engage in group reading activities with purpose and understanding. **CCKRI10**
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1**

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- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3**
- Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). **CCKW7**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1**
- Print many upper- and lowercase letters. **CCKL1a**
- Use frequently occurring nouns and verbs. **CCKL1b**
- Form regular plural nouns orally by adding /s/ or /es/ (e.g. *dog, dogs; wish, wishes*). **CCKL1c**
- Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d**
- Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **CCKL1e**
- Produce and expand complete sentences in shared language activities. **CCKL1f**
- Recognize and name end punctuation. **CCKL2b**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **CCKL4**
- Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*). **CCKL4a**
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **CCKL4b**
- With guidance and support from adults, explore word relationships and nuances in word meanings. **CCKL5**
- Distinguish shades of meaning among verbs differing in manner (e.g. *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g. *large, gigantic*) by defining or choosing them or by acting out the meanings. **CCKL5d**
- Use words and phrases acquired through conversations,

reading and being read to, and responding to texts. CCKL6

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1**
- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a**
- Continue a conversation through multiple exchanges. **CCKSL1b**
- Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2**
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3**
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4**
- Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**
- Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**

Mid-Year B) Dramatization of a Pattern Book

Students will participate in shared reading and read-aloud lessons and activities focused on repeated readings of a text to increase fluency. Choral reading and echo reading experiences will be provided to practice reading with their best voice and fluency. Fluency lessons will focus on voice modulation, pacing, and prosody of own reading. This project will require the student to:

- Demonstrate understanding of the organization and basic features of print. **CCKRF1**
- Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a**

Mid-Year B) Enduring Understandings:
People communicate through speaking.
Effective listeners use specific techniques to help them understand the speaker.
Audience and purpose (e.g., inform, entertain, motivate, persuade) influence a speaker's technique (e.g., volume, pacing, word choice, intonation).

Mid-Year B) Essential Questions:
How do you speak effectively?
In what ways are ideas communicated orally?
What is a good listener?
How is listening different from reading?

Mid-Year B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Learning Logs
Response Logs
Graphic Organizers
Self Assessments
Response Cards
Think-Pair-Share
Partner Reading

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- Recognize that spoken words are represented in written language by specific sequence of letters. **CCKRF1b**
- Understand that words are separated by spaces in print. **CCKRF1c**
- Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2**
- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d**
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **CCKRF2e**
- Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a**
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **CCKRF3b**
- Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c**
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **CCKRF3d**
- Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts.

What do good speakers sound like?
Why does a speaker have an obligation to help the listener understand?
What am I trying to say?
How can I help the people listening to me understand me?

Mid-Year B) Learning Targets:
I can…

- Listen with attention and understanding to directions.
- Demonstrate the ability to remember and follow simple directions.
- Listen actively to others and give feedback.
- Listen with attention and understanding to oral reading of stories, poems, and informational texts.
- Engage in imaginary play.
- Enter into dramatic dialogue in play or role play contexts.
- Adjust volume as appropriate for different contexts.
- Sustain a conversation with a variety of audiences, including peers, teacher, and family.
- Engage actively in routines (for example, turn and talk).
- Describe similarities and differences among people, places, events, and objects.
- Show interest in the meaning of words.
- Show knowledge of story structure.

Story Maps
Interactive Word Walls

Mid-Year B) Summative Assessments:
Student progress will be measured by:

Get it! Got it! Go!
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

CCKRF4

- With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1**
- With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts. **CCKRL2**
- With prompting and support, identify characters, settings, and major events in a story. **CCKRL3**
- Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4**
- Recognize common types of texts (e.g. storybooks, poems). **CCKRL5**
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6**
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7**
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9**
- Actively engage in group reading activities with purpose and understanding. **CCKRL10**
- With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1**
- With prompting and support, identify the main topic and retell key details of a text. **CCKRI2**

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- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCKRI3**
- With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4**
- Identify the front cover, back cover, and title page of a book. **CCKRI5**
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6**
- With prompting and support, describe the relationship between illustrations and the text in which they appear. **CCKRI7**
- With prompting and support, identify the reasons an author gives to support points in a text. **CCKRI8**
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9**
- Actively engage in group reading activities with purpose and understanding. **CCKRI10**
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1**
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3**
- Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). **CCKW7**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1**
- Print many upper- and lowercase letters. **CCKL1a**
- Use frequently occurring nouns and verbs. **CCKL1b**
- Form regular plural nouns orally by adding /s/ or /es/ (e.g. *dog, dogs; wish, wishes*). **CCKL1c**
- Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d**
- Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **CCKL1e**
- Produce and expand complete sentences in shared language activities. **CCKL1f**
- Recognize and name end punctuation. **CCKL2b**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **CCKL4**
- Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*). **CCKL4a**
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **CCKL4b**
- With guidance and support from adults, explore word relationships and nuances in word meanings. **CCKL5**
- Distinguish shades of meaning among verbs differing in manner (e.g. *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g. *large, gigantic*) by defining or choosing them or by acting out the meanings. **CCKL5d**
- Use words and phrases acquired through conversations, **reading and being read to, and responding to texts. CCKL6**
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1**
- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a**

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- Continue a conversation through multiple exchanges. **CCKSL1b**
- Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2**
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3**
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4**
- Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**
- Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**

Mid-Year C) Writing Pattern Books

Students will learn how a pattern book works and notice how the word pattern carries meaning across the pages as well as how the picture on the page helps the reader understand the one or two new words on each page. Students will be introduced to all three cueing systems that help make sense of the book: 1) Meaning: Helps the reader make sense of the book; 2) Structural: Talks to the reader in a certain way; and 3) Visual: Illustrations help the meaning of the text. Students will move through the writing process as they plan, draft, revise, edit, and publish their pattern books. This project will require the student to:

- Demonstrate understanding of the organization and basic features of print. **CCKRF1**
- Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a**
- Recognize that spoken words are represented in written language by specific sequence of letters. **CCKRF1b**
- Understand that words are separated by spaces in print. **CCKRF1c**

Mid-Year C) Enduring Understandings:
Writing conveys meaning.
Effective writers use specific techniques (word choice, style, organization) to better inform, entertain, and persuade.
Genre influences organization, technique, and style.

Mid-Year C) Essential Questions:
Why write?
What if writing did not exist?
What makes writing worth reading?
How do effective writers hook and hold their readers?
Where do ideas for writing come from?
How do writers decide what to write?
What makes writing easy to follow?

Mid-Year C) Learning Targets:
I can…

- Illustrate a text by drawing.
- Write or draw about interesting facts.
- Notice and use new words from a text.

Mid-Year C) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Learning Logs
Response Logs
Graphic Organizers
Self Assessments
Response Cards
Think-Pair-Share
Partner Reading
Story Maps
Interactive Word Walls

Mid-Year C) Summative Assessments:
Student progress will be measured by:

Participation in guided reading lessons and activities

- Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d**
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2**
- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d**
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **CCKRF2e**
- Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a**
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **CCKRF3b**
- Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c**
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **CCKRF3d**
- Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4**
- With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you

- Reread to remember what has been written.
- Notice and use some details from texts in group or independent writing.
- Use the names of author and illustrators.
- Express opinions about stories or poems.
- Compose innovations on very familiar texts (e.g. pattern books).
- Create texts that have some of the characteristics of published texts (cover, title, author, illustrator, illustrations, beginning, ending, events in a sequence, about the author page).
- Sometimes borrow the style or some words or expressions from a writer or pattern book text.
- Recognize and use some aspects of text structure (e.g., beginning and ending or a pattern).
- Write stories that have a beginning, a series of things happening, and an ending.
- Dedicate a story to someone or write dedication on the cover, on the title page, or on it's own page.
- Use a variety of beginnings through drawing and/or writing to engage the reader.
- Use endings that are interesting or leave the reader satisfied.
- Show evidence of using language from books that have been read aloud.
- Use noun and verb agreement (I can).
- Use prepositional phrases (*to the bus, on the bus*).
- Notice the use of punctuation marks in books and try them out in own writing.
- Think about the purpose for writing each text.
- Write name and date on writing.
- Select topics for story writing.
- Participate actively in experiences and remember details that contribute to writing and drawing.

Dramatization of a pattern book
Publication of pattern books
Get it! Got it! Go!
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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think will happen next"?). **CCKRL1**

- Recognize common types of texts (e.g. storybooks, poems). **CCKRL5**
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6**
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7**
- Actively engage in group reading activities with purpose and understanding. **CCKRL10**
- Identify the front cover, back cover, and title page of a book. **CCKRI5**
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1**
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2**
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3**
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5**
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **CCKW6**
- Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). **CCKW7**
- With guidance and support from adults, recall information from experiences or gather information

from provided sources to answer a question. **CCKW8**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1**
- Print many upper- and lowercase letters. **CCKL1a**
- Use frequently occurring nouns and verbs. **CCKL1b**
- Form regular plural nouns orally by adding /s/ or /es/ (e.g. *dog, dogs; wish, wishes*). **CCKL1c**
- Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d**
- Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **CCKL1e**
- Produce and expand complete sentences in shared language activities. **CCKL1f**
- Recognize and name end punctuation. **CCKL2b**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **CCKL4**
- Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*). **CCKL4a**
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **CCKL4b**
- With guidance and support from adults, explore word relationships and nuances in word meanings. **CCKL5**
- Distinguish shades of meaning among verbs differing in manner (e.g. *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g. *large, gigantic*) by defining or choosing them or by acting out the meanings. **CCKL5d**
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **CCKL6**
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1**
- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and

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texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		

Kindergarten Expedition Two: Tools

Timeline: Approximately mid-February through mid-May

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students learn to identify tools and their uses and use tools as a lens for learning about the world. Tools are introduced as something that everyone uses at their job, whether they are a secretary, janitor, plumber, teacher, or cook. This broad study of tools and their uses will be followed by a narrower study focused on construction tools, including hand tools, power tools, and large machines. Throughout this expedition, students will participate in question and answer discussion sessions following a tour of a school community member/helpers office or a classroom visit from a school community member/helper, collaboratively create a tool poster and tool categorization card game, create a non-fiction book of carpentry tools, written and illustrated by students with prompting and support, read fiction and non-fiction books about building and construction during guided reading lessons, perform a dramatic reading of the Three Little Pigs, and participate in a celebration of learning for students and members of their communities at the culmination of Expedition Two.

Expedition Two Enduring Understandings:

Everyone uses different types of tools everyday.

Tools are used for many different reasons.

Tools are used in every job, home, school, and community in the world.

The Essential Questions that propel Expedition Two consist of the following:

What is a tool?
What different kinds of tools are there?
What can we learn about a person's job by the tools he or she uses?
How do the parts of a tool help get the job done?
What kinds of power make the tools work?
How do big machines help get jobs done?

Literacy Tools Used During Expedition Two

Writing instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects

2A) Office Tours and Classroom Visitors With Q and A Discussions	**2A) Enduring Understandings:**	**2A) Formative Assessments:**
School community members will provide tours of their offices and demonstrations of tools they use or will visit the classroom to demonstrate and explain the tools they use in their work. For	*We can learn from other people who have more experience and knowledge than ourselves.* *We can learn from others by asking questions and participating in conversations and discussions with*	*Student progress will be measured by:* Observation Questioning

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example, the school secretary will provide small group tours for students through her office, showing them tools like the telephone, the photocopier, and the hall passes that she uses every day and the school janitor will visit the classroom with his broom, mop, maintenance, and cleaning supplies. Tours and/or visits will conclude with question and answer sessions developed and conducted by students with prompting and support from teachers. This will require the student to: • Participate in collaborative conversations with diverse partners about kindergarten topics and texts (e.g. community members/helpers and the tools they use in their work) with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for asking questions by following implicit rules for conversation such as listening to others, taking turns when speaking, staying on topic, making eye contact (*if culturally appropriate*), and using an appropriate voice and tone. **CCKSL1a** • Continue a conversation through multiple exchanges (e.g. when asking a staff member questions about the tools they use in their work). **CCKSL1b** • Confirm understanding of the information presented by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood during the tour of an office or when there is a classroom visitor presenting information about the tools they use in their job. **CCKSL3** • Describe the person interviewed by the class by connecting events, familiar people, places, things, and actions to specific life experiences (e.g. an experience using a tool the same as or similar to the adult interviewed) and, with prompting and support, provide additional detail. **CCKSL4** • Speak audibly and express thoughts, feelings, and ideas clearly during the discussion process. **CCKSL6** • Collaboratively produce and expand appropriate	*peers and adults.* *Everyone uses different tools to do their job.* *Listening is a skill that must be practiced.* *We can learn by listening to others.* *We can learn by observing.* *Oral discourse helps to shape our lives and build connections to others; mastery of oral discourse can open up opportunities to individuals.* *Learning is about sharing different views and actively listening to those with different views.* **2A) Essential questions:** What is a tool? What different kinds of tools are there? What can we learn about a person's job by the tools he or she uses? How do tools help a person do their job? How do speakers express their thoughts and feelings? What is the relationship between speaker and listener? Why ask questions? What makes a person a good listener? **2A) Learning Targets:** *I can…* • Explain why people use different tools in their different jobs. • Explain how tools help make a person's work easier. • Explain how tools are used for a specific purpose. • Explain that the word "tools" means more than just construction tools. • Sustain a conversation with a variety of audiences, including peers, teachers, adults, and family members. • Participate actively in whole-class discussion or with peers as partners, or in a small group. • Notice and ask questions when meaning is lost or understanding is interrupted. • Adjust the volume of my voice as	Practice Questioning Discussion Learning Logs Response Cards Think-Pair-Share Interactive Word Walls **2A) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go1 Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

questions to ask classroom visitors or school personnel conducting tours of their office. Final versions of the questions should be composed in complete sentence form. With guidance and support from adults, respond to and discuss questions and suggestions from peers and adults in order to add details to strengthen the questions. **CCKW5** • Develop a vocabulary of words and phrases that are typically used before, during, and after the discussion process; including the ability to understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on *kindergarten reading and content* in order to develop a vocabulary of words and phrases in order to understand the staff member's job, responsibilities, and how the tools are used to complete their work. **CCKL4** • Identify real-life connections between words and their use in order to understand and describe the tools and how they are used by community members/helpers. **CCKL5c** • Use words and phrases acquired through participating in discussions with the staff member about tools and how they use them in their job. **CCKL6** • With prompting and support, retell information shared by the staff member during the discussion including key details told by the staff member. **CCKRL2** • Actively engage in group reading activities with purpose and understanding in order to broaden awareness of different community members/helpers and various types of tools used by reading stories about different communities, types of tools, and tools used in different cultures in order to prepare for tour or classroom visit from a member/helper in the school community. **CCKRL10** • When taking notes before, during, and after the tour or classroom visit, understand that words are separated by spaces in print. **CCKRF1c** • Demonstrate understanding of spoken words, syllables,	appropriate for different contexts. • Follow the topic and add to the discussion.	

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and sounds (phonemes) when engaged in conversation throughout the discussion and question process. **CCKRF2** • Orally blend and segment onsets and rimes of single-syllable spoken words throughout the discussion and question process. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words when reading and asking questions to the school community staff member/helper about the tools they use in their job. This does not include CVCs ending with /l/, /r/, or /x/. **CCKRF2d**		
2B) Tool Posters and Tool Categorization Card Game Students will work independently and collaboratively to create tool posters and a tool categorization card game. Students will gather information about types of tools and where they are used. Information gathered will be used in two ways: 1) Collaborative creation of a poster depicting tools from a specific environment e.g., students will gather information about tools used at home (kitchen, garage, to complete yard work); at school (classroom, by the secretary or janitor); or in the community (dentist, bank, grocery store); and 2) Creation of individual tool cards. With prompting and support, students will research information about a particular tool. This information will then be used to create individual tool cards that include the information obtained on one side of the card and the name and a picture of the tool on the other. Information for the tool card could include: Name and picture of tool used, what the tool is used for, what is the dominant material the tool is made from, if the tool requires electricity, and how often the tool is used (daily, once a week, one time a month). Students will then use the cards to play various card games such as: Go Fish ("Do you have a tool used in the kitchen?"), Old Maid and Concentration (If a tool card or pair of cards picked matches another tool in terms of predetermined criteria such as where the tool is used, what the tool is used for, or if the tool requires electricity or not). This will require the student to:	**2B) Enduring Understandings:** *Every object or item can be placed in a category that describes an attribute about the object.* *Objects can belong to many categories based on different attributes.* *Information can be gained from my environment.* *Information is obtained by asking questions.* *Observing is an important skill to learn and practice.* *Categorizing is an effective way to organize information.* *Good researchers start with a clear purpose, topic, and audience when doing research.* *Good research is shared in effective ways with intended audiences and for specific purposes.* *Students critically select information from a variety of sources.* **2B) Essential questions:** Why is it important to put items into categories? How can an item belong to many different categories? How do I know what I should be looking at when I am observing something? Why conduct research? In what ways do researchers gather information? What is the purpose of research?	**2B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Response Logs Graphic Organizer Visual Representation Partner Reading Response Cards Think-Pair-Share Interactive Word Walls **2B) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

• Use a combination of drawing, dictating, and writing to produce an informative text in the form of a tool card that provides specific information about a tool and exhibits the following text features, all of which are consistent with the genre and purpose of the writing: Development, Organization, Style, and Word Choice. **CCKW2** • With guidance and support from adults, explore a variety of digital tools to produce and publish a tool card, including collaboration with peers that will enhance learning and publication of the tool cards. **CCKW6** • Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). Intentional emphasis placed on understanding that informative writing is subject-centered: The purpose is to help the reader understand the subject or topic by describing the subject and explaining the details related to the subject so that the reader has a clear and complete understanding of the topic, in this case, tools used by the people of the school communities. **CCKW7** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to produce the tool cards. **CCKL1** • Form plural nouns orally by adding /s/ or /es/ when discussing different types of tools (e.g. dog, dogs; wish, wishes, saw, saws). **CCKL1c** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing the tool cards. **CCKL2** • Capitalize the first word in a sentence and the pronoun *I*. **CCKL2a** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content* intentional emphasis placed on words and phrases related to tools used in the community and by community members/helpers.	**2B) Learning Targets:** *I can…* • Include facts and details in informational writing. • Put the facts or information in order. • Communicate clearly the main points intended for readers to understand. • Understand that the writer is using language to communicate meaning. • Use vocabulary appropriate for the topic. • Place words in lines, starting left to right, top to bottom. • Place titles and headings in the appropriate place on a page. • Say words slowly to hear a sound and write a letter that represents it. • Use conventional symbols to write words. • Use simple resources to check spelling (word walls). • Use a preferred hand consistently for writing. • Write letters and words that can be easily read. • Write for a specific purpose (e.g. creating the tool card for the categorization game). • Write to inform readers. • Include information that the readers will need to understand the text. • Understand that writers gather information for their writing. • Record information in words or drawings. • Use drawings to share or remember thinking. • Ask questions and gather information on a topic.	

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CCKL4 • Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word when describing or categorizing tools and their functions. **CCKL4b** • With guidance and support from adults, explore word relationships and nuances in word meanings as related to tools and their functions. **CCKL5** • Sort common objects (tools) into categories (e.g., shapes, functions, usage, etc) to gain a sense of the concepts the categories represent. **CCKL5a** • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). For example, the different meanings of the word *cut* as it relates to different types of tools. **CCKL5b** • Use words and phrases acquired through conversations, reading and being read to, and responding to texts based on tools used by community members/helpers to complete the work in their job. **CCKL6** • Demonstrate understanding of the organization and basic features of print (e.g. title, author) by identifying essential information from examples of card games and their related text features as well as technical and other informative texts related to tools. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Understand that words are separated by spaces in print. **CCKRF1c** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Orally blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. **CCKRF2d** • Know and apply grade-level phonics and word analysis		

skills in decoding words. **CCKRF3** • Ask and answer questions about unknown words in a text. **CCKRL4** • Actively engage and participate in small group guided reading groups, whole class read aloud discussions, and personal reading activities with purpose and understanding in order to further the student's knowledge about tools. **CCKRL10** • Confirm understanding of a text real aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g. describing connections between two tools). **CCKRI3** • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts.) with an intentional emphasis placed on stories about communities and community helpers. **CCKRI7**		
2C) Non-Fiction Construction Tool Book Each student will choose a tool that they want to become an expert on by looking at tools or photos of tools. Through nonfiction read-aloud, small group leveled readings, visits from experts, and a site visit to a community hardware store or large distributer such as Lowe's, students will be responsible for learning the name of their tool, its use, and anything else they can about their tool. Students will participate in activities such as reading, writing, drawing, sorting and categorizing, viewing videos, observing adult demonstrations, and hands-on building work with carpentry tools to increase their understanding of carpentry tools and the	**2C) Enduring Understandings:** *Just because information is on the Internet or in a book does not make it true.* *Different types of texts (e.g. narrative, mystery, informational) have different structures.* *Understanding a text's structure helps a reader better understand its meaning.* *Audience and purpose (e.g. to inform, persuade, entertain) influence the use of literary techniques (e.g. style, tone, word choice).* *Punctuation marks are like highway signs and traffic signals. They guide readers through the text to help avoid confusion.*	**2C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Response Logs Graphic Organizer Visual Representation Partner Reading Response Cards Think-Pair-Share

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tool of their choice. A carpenter from the community will be invited to visit the classroom with a variety of tools. Tools will be provided in the classroom for students to examine and categorize. The book will include a cover, a table of contents with page numbers, pages of individual tools with written descriptions and colored illustrations, organized by use of tool and learning targets. This will require the student to: • Demonstrate command of the conventions of standard English grammar and usage when writing the non-fiction construction tool book. **CCKL1** • Print many upper- and lowercase letters as part of the non-fiction construction tool book. **CCKL1a** • Use frequently occurring nouns and verbs to describe their tool (e.g. *a key hole saw is used for cutting and sawing*). **CCKL1b** • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing a page of the classroom collaborative non-fiction construction tool book. **CCKL2** • Capitalize the first word in a sentence and the pronoun *I* in order to produce a collaborative non-fiction construction tool book that exhibits correct sentence formation and use of conventions. **CCKL2a** • Recognize and name end punctuation. **CCKL2b** • Write a letter or letters for most consonant and short-vowel sounds (phonemes) as they relate to the student's construction tool. **CCKL2c** • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **CCKL2d** • Use words and phrases acquired through conversations about construction tools, reading and being read to various types of texts about tools, and responding to various examples of texts. **CCKL6** • Ask and answer questions about unknown words in a text. **CCKRL4** • With prompting and support, describe the relationship between illustrations in a variety of books about tools and the story in which they appear (e.g. How do the	*Carpentry tools help define attributes of cultures by their use and function in a culture.* *Good research comes from a variety of sources.* *Good researchers check information for accuracy and validity.* **2C) Essential questions:** How is written language different from spoken language? What is the best order (sequence)? Why am I writing? Who will read my writing? What am I trying to achieve through my writing? Why put objects and items into categories? Why is my carpentry tool necessary? What are the essential attributes of my tool? How does my tool enhance my community? Why use technology for research? Why is research necessary? How does a researcher know information is accurate? **2C) Learning Targets:** *I can…* • Identify at least 10 construction tools and their tool categories. • Explain the use of a tool. • Match a tool to its use. • Identify if a tool is powered by hand power, battery electricity, or an electric cord. • State three ways to be safe using a construction tool. • Name my tool. • Describe the uses of my tool. • Write a list of adjectives to describe my tool. • Write a sentence describing how my tool is used. • Understand the purpose of print in reading and writing.	Interactive Word Walls **2C) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

illustrations found in a book about tools help you construct and/or convey meaning?). **CCKRL7** • Actively engage in group reading activities with purpose and understanding while making connections between ideas found in a variety of books about tools from different cultures and eras. **CCKRL10** • Demonstrate understanding of the organization and basic features of print as found in books about construction and tools. **CCKRF1** • Follow words in a book about tools from left to right, top to bottom, and page-by-page. **CCKRF1a** • Understand that words in commercially prepared and student-made non-fiction book about tools are separated by spaces in print. **CCKRF1c** • Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Orally blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVCs ending with /l., /r/, or /x/. **CCKRF2d** • Know and apply grade-level phonics and word analysis skills in decoding words in books about tools. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. **CCKRF3a** • Read emergent-reader texts about tools and construction with purpose and understanding. **CCKRF4** • With prompting and support, describe the connection between two individuals, events, ideas, and pieces of information in a text. **CCKRI3** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • With prompting and support, describe the relationship between illustrations in various books about tools and	• Use left-to-right directionality of print and return to left in reading and writing. • Distinguish letter forms. • Use efficient and consistent motions to form letters when writing. • Recognize and use a few simple phonograms with a VC pattern to generate words: (-ad, -ag, -an, -am, -at, -ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut). • Write a core of twenty to twenty-five high-frequency words (a, am, an, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you). • Create a picture book (e.g. construction tools) as one form of writing. • Write an author page to go with my tool page that gives information about me as an author (name, picture, writing). • Select an appropriate title for my page in the non-fiction construction tool book. • Introduce ideas about my tool followed by supportive details and examples. • Learn new words or phrases from reading, classroom visitors, tours of school community, and use them in my writing. • Use conventional sentence structure (noun + verb). • Use modifers (*red pliers; cut smoothly*). • Write in present tense (*I like…)* • Use periods, exclamation points, and question marks as ending marks. • Read my writing aloud and think about where punctuation should go. • Attempt unknown words through sound analysis. • Construct phonetic spellings that are mostly readable. • Observe my tool carefully before writing about it.	

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construction and the text in which they appear (e.g. how does the illustration further the understanding of the tool being highlighted on the page?). **CCKRI7** • With prompting and support, identify basic similarities in and differences between two books about tools. **CCKRI9** • Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite tool is…). **CCKW1** • Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic (e.g. I am writing about the bolt cutters and bolt cutters are used to…). In addition, students will develop a list of describing words about their tool through observation. Each student will have their tool in front of them and write about what it looks like and what it feels like, including specific details. **CCKW2** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Drawings and writing will go through multiple drafts, with critique and support, to create high-quality final pages. **CCKW5** • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers that will enhance learning and publication of a non-fiction construction tool book. **CCKW6** • Participate in shared research and writing projects (e.g., creation of non-fiction construction tool book). **CCKW7** • With guidance and support from adults, recall information from creating the tool card game, question and answer sessions with classroom visitors or during tour of school community member/helpers office as well as guided reading experiences to gather information	• Select my own construction tool and write an informational piece about the tool. • Select information or facts that will support my construction tool. • Use a drawing to give information about my construction tool. • Remember important information about my tool in order to write about it. • Remember important labels and include them in my drawing about my construction tool. • Use computer mouse keys effectively. • Use approved website to gather information about my construction tool.	

from provided sources to answer a question and determine information to be included on the page for the non-fiction construction tool book. **CCKW8** • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts (about construction and tools) with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (e.g. describe my construction tool). **CCKSL4** • Add drawings of my construction tool or other visual displays to my descriptions of my tool as desired to provide additional detail. **CCKSL5**		
2D) Comparison of different versions of the Three Little Pigs with participation in shared and choral reading as well as reader's theater. As well as whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. During this expedition, texts will focus on stories about tools and their uses and construction. Additionally, students will participate in many oral and written activities designed to engage the student in predicting, visualizing, sequencing, comparing and contrasting different versions of the Three Little Pigs using graphic organizers (e.g. Venn Diagrams), making text-to-text connections, debating who to believe- the pigs or the wolf, discussing the pigs' choice of building materials and whether or not these were good choices, and the types of tools used in each version of the story and their effectiveness. Students will participate in shared reading activities, led by the teacher, choral	**2D) Enduring Understandings:** *Reading for meaning often requires imagining conversation with and questioning of the author. A reader must consider and respond to the text.* *Just because you read the text does not mean that you understood it.* *Good readers are never afraid or embarrassed to admit when they do not understand.* *A good story has a pattern or a plan.* *Good readers know and use a variety of strategies to help them understand the text.* *Understanding of text develops over time and experiences.* *Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, and facial expressions) require the audience to read between the lines to find the intended meaning.* *A speaker's word choice and style are characteristics of voice, which helps to personalize the message.* *Good readers look for things that help them identify*	**2D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Response Logs Graphic Organizer Visual Representation Partner Reading Response Cards Interactive Word Walls Think-Pair-Share **2D) Summative Assessments:** *Student progress will be measured by:* Get it! Got it! Go! Phonological Awareness Inventories

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readings with emphasis placed on interpreting the text with the voice, and readers' theater enactment of a version of the Three Little Pigs. This will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequences of letters. **CCKRF1b** • Understand that words are separated by spaces in print. **CCKRF1c** • Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d** • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2** • Recognize and produce rhyming words. **CCKRF2a** • Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b** • Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c** • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **CCKRF3b** • Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c** • Distinguish between similarly spelled words by	*big ideas and why they are important.* **2D) Essential questions:** How do the conventions of language impact communication? Why share written ideas orally? What makes a text great? What do good readers do? What do good readers do when they do not understand? What does a reader gain from re-visiting or re-reading a text? What is the big idea in a story? What do good readers sound like? Why is it important to learn new vocabulary words? **2D) Learning Targets:** *I can…* • Pick up important information from a text and remember to use it in discussion. • Follow the events of a plot and remember them after reading. • Tell a summary of the text after reading. • Talk about characters, problems, and events in a story. • Understand the meaning of the words during reading. • Notice and derive information from pictures. • Make connections between new texts and those heard before (e.g. connections between different versions of the Three Little Pigs). • Have opinions about texts and state the basis for opinions (tell why). • Notice how texts are different from each other (e.g. what are the differences between versions of the Three Little Pigs?) • Compare different versions of the same story, rhyme, or traditional tale. • Read the punctuation (period, question mark,	DIBELS Words Their Way Spelling Inventories Star Reading Portfolios Rubrics AIMSWEB

identifying the sounds of the letters that differ. **CCKRF3d** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1** • With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts about construction and tools and/or different versions of the Three Little Pigs. **CCKRL2** • With prompting and support, identify characters, settings, and major events in a story. **CCKRL3** • Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4** • Recognize common types of texts (e.g. storybooks, poems). **CCKRL5** • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6** • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7** • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9** • Actively engage in group reading activities with purpose	exclamation point). • Read along with others on familiar texts. • Reflect meaning with the voice through pause, stress, and phrasing. • Show interpretation of character's intentions or feelings in the voice while reading (infer). • Show anticipation in the voice when reading. • Recognize easy high-frequency words and simple regular words easily with support of meaning and language structure. • Locate the first and last letters of words in continuous text. • Notice the beginning letter of a word, connect to a sound, and say the first sound of a word. • Say words slowly to identify first sound, connect to letter, and locate the word in a text. • Use known words to make connections and solve words. • Reread the word or sentence to problem solve, self-correct, or confirm. • Read left to right across more than one line of print and return to the left to read the next line of print. • Search for and use information in print (letters, sounds, known words). • Process texts with simple dialogue, all assigned to speakers. • Reread to search for/use information from language or meaning. • Remember and use language patterns to help in reading a text. • Remember information to help in understanding the end of a story. • Understand and identify a simple sequence of events in a story. • Notice and use ending punctuation and reflect it in the voice.	

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and understanding. **CCKRL10** • With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1** • With prompting and support, identify the main topic and retell key details of a text. **CCKRI2** • With prompting and support, describe the connection between two individuals, events, ideas, tools, types of tools, tools used for construction, different versions of the Three Little Pigs, or pieces of information in a text. **CCKRI3** • With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6** • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. how do the objects on a particular page of a book help to enhance the meaning of the page?). **CCKRI7** • With prompting and support, identify the reasons an author gives to support points in a text. Including but not limited to drawing conclusions from fiction and non-fiction texts about construction and tools. **CCKRI8** • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9** • Actively engage in group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader	• Slow down to problem solve words and resume reading with momentum. • Make predictions using information from pictures. • Make connections between texts that are alike in some way (e.g. topic, ending, characters). • Identify new information in text or pictures. • Talk about characters' feelings and motives. • Notice and point out connections between text and pictures. • Realize stories have a beginning and an end. • Share opinions about the text as a whole (beginning, characters, ending). • Share opinions about illustrations.	

the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…); as related to tools, the use of tools, Three Little Pigs, and construction. **CCKW1** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2** • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • Participate in shared research and writing projects (e.g. explore similarities and differences between various versions of the Three Little Pigs, explore a number of books about tools and construction tools, noting the unique characteristics of several books about construction and tools). **CCKW7** • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **CCKW8** • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper and lower case letters. **CCKL1a** • Use frequently occurring nouns and verbs. **CCKL1b** • Form plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes; pig, pigs). **CCKL1c** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **CCKL1e** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		

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Kindergarten reading and content. **CCKL4** • Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck). **CCKL4a** • Use the most frequently occurring inflections and affixes (e.g. –ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **CCKL4b** • With guidance and support from adults, explore word relationships and nuances in word meanings. **CCKL5** • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **CCKL5b** • Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings. **CCKL5d** • Use words and phrases acquired through conversations, reading and being read to, and responding to text. **CCKL6** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide		

additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		
2E) Celebration of Learning Exhibition Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, and written presentations that will include the following: Dramatic readings of the Three Little Pigs, students reading their tool page from the class book while it is presented on power point for all to see, tool posters explained by students, teaching visitors how to play the tool categorization card games, and presentations about how the members/helpers of the school community use tools in their work. This will require the student to: • Participate in collaborative conversations with diverse partners about kindergarten topics and texts, regarding Expedition Two, with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions when discussing and presenting information learned during Expedition Two (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail regarding participation in the Expedition Two integrated	**2E) Enduring Understandings:** *A speaker selects a form and organizational pattern based on the purpose of his speech.* *Audience and purpose (e.g. to inform, persuade, entertain) influence communication.* *Sharing knowledge learned with other people is an important form of communication.* *Everyone is capable of participating in a presentation of information.* **2E) Essential questions:** How do effective speakers hook and hold their audience? What is the best way to begin a speech? What is the best way to end a speech? How do speakers communicate clearly? **2E) Learning Targets:** *I can…* • Listen with attention and understanding to directions. • Listen with attention and understanding to oral reading of stories, poems, reader's theater, and informational texts. • Enter into dramatic dialogue in reader's theater contexts. • Use grade level-appropriate specific vocabulary when talking about texts (title, author). • Explain and describe people, events, places, and objects important to Expedition Two. • Share knowledge of story structure by describing setting, characters, events, or ending (e.g. sharing knowledge about different versions of the Three Little Pigs). • Speak about Expedition Two with	**2E) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Practice Presentations Visual Representation Peer Assessments Self Assessments **2E) Summative Assessments:** *Student progress will be measured by:* Completion of: Participation in question and answer discussions with staff members Tool Poster and Tool card for tool categorization card game Creation of construction tool page for collaborative non-fiction book Participation in dramatic presentation of the Three Little Pigs Get it! Got it! Go! Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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learning projects. **CCKSL4**

- Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**
- Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**
- Demonstrate command of the conventions of standard English grammar and usage when writing the collaborative tool poster, non-fiction construction tool book, and too card. **CCKL1**
- Use frequently occurring nouns and verbs to describe an item, person, or cultural aspect of construction tools, tools used by members/helpers of the school community, categorization of tools, and various versions of the Three Little Pigs (e.g. *tall, brown building* could describe the outside of the school). **CCKL1b**
- Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*) as part of their presentation. **CCKL1d**
- Use the most frequently occurring prepositions (e.g. *to, from, in, out, on, off, for, of, by, with*). **CCKL1e**
- Produce and expand complete sentences in shared language activities throughout the presentation about Expedition Two integrated learning projects. **CCKL1f**
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. In addition, use words and phrases acquired during completion of Expedition Two integrated learning projects. **CCKL6**
- With prompting and support, ask and answer questions about key details in a text used during Expedition Two. **CCKRL1**
- With prompting and support, retell familiar stories, including key details. Including but not limited to the fiction and non-fiction texts used during Expedition Two about tools and the Three Little Pigs. **CCKRL2**
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6**

enthusiasm.

- Talk with confidence about activities engaged in during Expedition Two.
- Have an audience and purpose in mind before starting to speak.
- Use language from stories when retelling them.
- Use words that describe (adjectives and adverbs).
- Tell stories or retell familiar stories (e.g. the Three Little Pigs).
- Tell personal experiences about Expedition Two.
- Read aloud and discuss own writing with others.
- Use props or illustrations to extend the meaning of a presentation (e.g. reader's theater).
- Perform plays and/or puppet shows that involve speaking as a character.

- Read emergent-reader texts with purpose and understanding. **CCKRF4**

Kindergarten End-Of-The-Year: Reading and Writing Is A Gift!

Timeline: For two-weeks beginning approximately in mid-May to the end of the school year.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will participate in lessons and activities designed to teach them how to set goals in order to become better readers and share their gift as a reader with someone in the community or at home. Students will be immersed in songs and poems to understand the rhythms, sounds, and ideas of poetry and songs. Students will read poetry and songs during shared, echo, and choral reading experiences. Students will participate in shared, interactive, partner, and independent writing activities to compose poetry and songs.

End-of-the-year Enduring Understandings:
The goal of reading is to make meaning from text.
Readers and writers think about, set goals, and create plans to become better at reading and writing.
Good readers use many strategies that work and they quickly try another one when the one they are using does not work.
Good readers know many different strategies and know when to switch strategies to make meaning clear.
Good writers use many strategies that work and they quickly try another one when the one they are using does not work.
Good writers know many different strategies and know when to switch strategies to make their writing clear to others.

The Essential Questions that propel this end-of-the-year expedition consist of the following:
What is the author saying?
What does the text mean?
Why is it important to set goals?
What do I need to do to become a better reader and writer?
What strategies will help me become a better reader?
What strategies will help me become a better writer?

Literacy Tools Used During End-of-the-Year Off-Expedition

Writing instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

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Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Grade K by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: End-of-the-Year Off-Expedition

Ending A) Setting Goals

Students will participate in lessons and activities that will teach them how to set goals to become a better reader. Students will work with partners to set their goals and meet with each other to encourage each other to work toward their goal. This project will require the student to:

- Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a**
- Recognize that spoken words are represented in written language by specific sequence of letters. **CCKRF1b**
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2**
- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-

Ending A) Enduring Understandings:
Authors use different strategies and techniques to convince readers.
Readers must apply criteria to evaluate their understand.
Everyone has gifts and challenges.
Setting reading and writing goals and working towards those goals helps a person become better at reading and writing.

Ending A) Essential questions:
How do I become a better reader?
How do I become a better writer?
How do I know what goal I should strive for?
How will I know when I have achieved my goal?

Ending A) Learning Targets:
I can…

- Participate actively in

Ending A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Learning Logs
Response Logs
Graphic Organizers
Self Assessments
Response Cards
Think-Pair-Share
Partner Reading
Story Maps
Interactive Word Walls

Ending A) Summative Assessments:
Student progress will be measured by:

Get it! Got it! Go!
Phonological Awareness Inventories
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vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d** • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **CCKRF2e** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **CCKRF3b** • Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c** • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **CCKRF3d** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. To become a better reader I will… or to become a better writer I will…). **CCKW1** • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper- and lowercase letters. **CCKL1a** • Use frequently occurring nouns and verbs. **CCKL1b** • Form regular plural nouns orally by adding /s/ or /es/ (e.g. *dog, dogs; wish, wishes*). **CCKL1c** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Use the most frequently occurring prepositions (e.g. to,	experiences and remember details that contribute to writing and drawing. • Write in future tense (*I am going to…)* • Write in the way one would speak about an experience, event, or a topic. • Write with a unique perspective. • Share one's thoughts and feelings about a topic. • Provide supportive description or details to explain important ideas.	Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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from, in, out, on, off, for, of, by, with). **CCKL1e** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Recognize and name end punctuation. **CCKL2b** • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **CCKL4b** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		
Ending B) Giving the Gift of Reading to Another Person Students will choose someone in the school community or at home to read their own writing as well as a commercially produced book to, discuss with, and report back to the class about their experience. This project will require the student to: • Demonstrate understanding of the organization and basic features of print. **CCKRF1** • Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a** • Recognize that spoken words are represented in written language by specific sequence of letters. **CCKRF1b** • Understand that words are separated by spaces in print. **CCKRF1c** • Demonstrate understanding of spoken words, syllables,	**Ending B) Enduring Understandings:** *Stories can entertain.* *Audience and purpose (e.g., inform, entertain, persuade, provoke) influence literary technique (e.g., style) and a speaker's technique (e.g., volume, pacing, word choice, intonation).* *Non-verbal's (e.g., gestures, intonation, pace, posture, and expression) enhance or detract from the message and story.* **Ending B) Essential questions:** What are the best ways to make a story interesting to another person? How do great storytellers hook and hold their readers?	**Ending B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Learning Logs Response Logs Graphic Organizers Self Assessments Response Cards Think-Pair-Share Partner Reading Story Maps Interactive Word Walls

and sounds (phonemes). **CCKRF2**

- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a**
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **CCKRF3b**
- Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c**
- Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4**
- With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1**
- With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts. **CCKRL2**
- With prompting and support, identify characters, settings, and major events in a story. **CCKRL3**
- Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4**
- Recognize common types of texts (e.g. storybooks,

What am I trying to say to my audience?
Who will be listening to my story?
How can you "speak" without words?
What is "body language"?

Ending B) Learning Targets:
I can…

- Tell a story in an interesting way.
- Talk with confidence about my story.
- Show knowledge of story structure.
- Tell personal experiences in a logical sequence.
- Have an audience in mind before starting to share my story.
- Use language from stories when retelling them.
- Use words that describe (adjectives and adverbs).
- Show interest in listening to and talking about stories, poems, or informational texts.
- Speak clearly enough to be understood by others in conversation.
- Sustain a conversation with a variety of audiences, including peers, teacher, and family.
- Use grade level-appropriate specific vocabulary when talking about texts (author, title).
- Explain cause-and-effect relationships.
- Offer solutions and explanations for story problems.
- Express and reflect on feelings of self and others.

Ending B) Summative Assessments:
Student progress will be measured by:

Get it! Got it! Go!
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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poems). **CCKRL5**

- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6**
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7**
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9**
- Actively engage in-group reading activities with purpose and understanding. **CCKRL10**
- With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1**
- With prompting and support, identify the main topic and retell key details of a text. **CCKRI2**
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCKRI3**
- With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4**
- Identify the front cover, back cover, and title page of a book. **CCKRI5**
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6**
- With prompting and support, describe the relationship between illustrations and the text in which they appear. **CCKRI7**
- With prompting and support, identify the reasons an author gives to support points in a text. **CCKRI8**

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9**
- Actively engage in-group reading activities with purpose and understanding. **CCKRI10**
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1**
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3**
- Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). **CCKW7**
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **CCKL1**
- Print many upper- and lowercase letters. **CCKL1a**
- Use frequently occurring nouns and verbs. **CCKL1b**
- Form regular plural nouns orally by adding /s/ or /es/ (e.g. *dog, dogs; wish, wishes*). **CCKL1c**
- Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d**
- Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **CCKL1e**
- Produce and expand complete sentences in shared language activities. **CCKL1f**
- Recognize and name end punctuation. **CCKL2b**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **CCKL4**
- Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*). **CCKL4a**

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- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **CCKL4b**
- With guidance and support from adults, explore word relationships and nuances in word meanings. **CCKL5**
- Distinguish shades of meaning among verbs differing in manner (e.g. *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g. *large, gigantic*) by defining or choosing them or by acting out the meanings. **CCKL5d**
- Use words and phrases acquired through conversations, **reading and being read to, and responding to texts. CCKL6**
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1**
- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a**
- Continue a conversation through multiple exchanges. **CCKSL1b**
- Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and answering questions about key details and requesting clarification if something is not understood. **CCKSL2**
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3**
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4**
- Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5**
- Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**

Ending C) Writing and Immersion in Songwriting and Poetry

Students will be immersed in songs and poems to understand the rhythms, sounds, and ideas of poetry and songs. Shared, echo, and choral reading experiences will focus on noticing the way songs and poems look on a page, such as using the verses, line breaks, repeated lines, and white spaces to tell people how to read the poems and sing the songs. Lessons will focus on the sounds of words being used to convey feelings and ideas. Students will participate in shared, interactive, partner, and independent writing activities to compose poetry and songs. Mini-lessons will focus on the individual beats and rhythms of words in songs and poetry, describing something they see by comparing it to something else, and the importance of word choice. This project will require the student to:

- Demonstrate understanding of the organization and basic features of print. **CCKRF1**
- Follow words from left to right, top to bottom, and page-by-page. **CCKRF1a**
- Recognize that spoken words are represented in written language by specific sequence of letters. **CCKRF1b**
- Understand that words are separated by spaces in print. **CCKRF1c**
- Recognize and name all upper- and lowercase letters of the alphabet. **CCKRF1d**
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **CCKRF2**
- Recognize and produce rhyming words. **CCKRF2a**
- Count, pronounce, blend, and segment syllables and letter sounds in spoken and one-syllable words. **CCKRF2b**
- Blend and segment onsets and rimes of single-syllable spoken words. **CCKRF2c**
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (Consonant-vowel-consonant, or CVC words. This does not include CVCs ending with/l/, /r/, or /x/. **CCKRF2d**

Ending C) Enduring Understandings:
Language captures and records aspirations, imaginations, and emotions.
Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and providing answers.
Personal writing and writing to learn are daily activities necessary to apply knowledge.
Writing is strengthened through multiple revisions.

Ending C) Essential questions:
How can writing communicate ideas and deepen understanding?
How does revising and editing strengthen ideas, organization, voice, word choice, sentence fluency, and conventions?
How do writers communicate purposefully and clearly with various audiences?
How does writing make thinking and emotions visible and clarify understanding?
How does reading enjoyment contribute to lifelong learning?

Ending C) Learning Targets:
I can…

- Express opinions about characters or about their feelings or motives.
- Reread to assure meaningfulness, language structure, and appropriate word use.
- Write in the past tense (*I went home yesterday…)*
- Write in the present tense (*I like…)*
- Write in the future tense (*I am*

Ending C) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Learning Logs
Response Logs
Graphic Organizers
Self Assessments
Response Cards
Think-Pair-Share
Partner Reading
Story Maps
Interactive Word Walls

Ending C) Summative Assessments:
Student progress will be measured by:

Completion of:
Setting and achieving a personal goal in reading
Reading to someone in the community, having a discussion about the book, and reporting to the class about the experience
Writing poetry
Composing songs
Get it! Got it! Go!
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
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• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **CCKRF2e** • Know and apply grade-level phonics and word analysis skills in decoding words. **CCKRF3** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. **CCKRF3a** • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **CCKRF3b** • Read twenty common high-frequency words (e.g. the, of, to, you, she, my, is, are, do, does) by sight with automaticity. **CCKRF3c** • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **CCKRF3d** • Read appropriate emergent-reader texts with purpose and understanding in order to connect students to texts. **CCKRF4** • With prompting and support, ask and answer questions about key details in a text. Including but not limited to predicting likely outcomes based on clues in a text by answering teacher-led questions (e.g. "What do you think will happen next"?). **CCKRL1** • With prompting and support, retell familiar stories, including key details. Including but not limited to recognizing the difference between a fact (true statement) and an opinion (a belief) by comparing various fiction and non-fiction texts. **CCKRL2** • With prompting and support, identify characters, settings, and major events in a story. **CCKRL3** • Ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRL4**	*going to go…)* • Think about how the purpose affects the kind of writing. • Use storytelling to generate and rehearse language. • Tell stories in chronological order. • Retell stories in chronological order. • Use letter-sound information in coordination with meaning and language structure to solve words. • Make connections between words by letters, sounds, or spelling patterns. • Self-monitor and self-correct reading using initial letters and connections to sounds. • Self-monitor and self-correct using language structure. • Cross-check one kind of information against another to monitor and self-correct reading (e.g., meaning with visual information). • Self-monitor and self-correct using meaning in text and pictures. • Use known words to self-monitor and self-correct. • Remember and use details when discussing a story after reading. • Reflect language syntax by putting words together in phrases. • Notice and use quotation marks and reflect dialogue with the	

• Recognize common types of texts (e.g. storybooks, poems). **CCKRL5** • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCKRL6** • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **CCKRL7** • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **CCKRL9** • Actively engage in-group reading activities with purpose and understanding. **CCKRL10** • With prompting and support, ask and answer questions about key details in a text, including but not limited to making, confirming, or adjusting reasonable predictions in a text. **CCKRI1** • With prompting and support, identify the main topic and retell key details of a text. **CCKRI2** • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCKRI3** • With prompting and support, ask and answer questions about unknown words in a text. Including, but not limited to the practice of self-monitoring comprehension while reading and/or listening by taking appropriate actions such as: Rereading, adjusting the rate of reading, and/or asking questions to understand the text. **CCKRI4** • Identify the front cover, back cover, and title page of a book. **CCKRI5** • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **CCKRI6** • With prompting and support, describe the relationship between illustrations and the text in which they appear. **CCKRI7** • With prompting and support, identify the reasons an	voice. • Demonstrate appropriate stress on words in a sentence. • Use knowledge of language structure to anticipate the text. • Make and discuss connections between texts and reader's personal experiences. • Talk about what the reader already knows about a topic or character prior to reading. • Show evidence in the print or pictures to support inference. • Understand how the ideas in a text are related to the title.	

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author gives to support points in a text. **CCKRI8** • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). **CCKRI9** • Actively engage in-group reading activities with purpose and understanding. **CCKRI10** • Use a combination of drawing, dictating, and writing to compose opinion pieces in which student tells a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…). **CCKW1** • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **CCKW2** • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **CCKW3** • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **CCKW5** • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **CCKW6** • Participate in shared research and writing projects (e.g. explore similarities and differences between various poems and songs and exploring a number of books about poetry and songwriting). **CCKW7** • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **CCKW8** • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **CCKL1** • Print many upper- and lowercase letters. **CCKL1a** • Use frequently occurring nouns and verbs. **CCKL1b**		

• Form regular plural nouns orally by adding /s/ or /es/ (e.g. *dog, dogs; wish, wishes*). **CCKL1c** • Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*). **CCKL1d** • Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **CCKL1e** • Produce and expand complete sentences in shared language activities. **CCKL1f** • Recognize and name end punctuation. **CCKL2b** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **CCKL4** • Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*). **CCKL4a** • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **CCKL4b** • With guidance and support from adults, explore word relationships and nuances in word meanings. **CCKL5** • Distinguish shades of meaning among verbs differing in manner (e.g. *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g. *large, gigantic*) by defining or choosing them or by acting out the meanings. **CCKL5d** • Use words and phrases acquired through conversations, **reading and being read to, and responding to texts. CCKL6** • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **CCKSL1** • Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). **CCKSL1a** • Continue a conversation through multiple exchanges. **CCKSL1b** • Confirm understanding of a text read aloud or information presented orally or through other media, using technology to enhance learning, by asking and		

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answering questions about key details and requesting clarification if something is not understood. **CCKSL2** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCKSL3** • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **CCKSL4** • Add drawings or other visual displays, using technology to enhance learning, to descriptions as desired to provide additional detail. **CCKSL5** • Speak audibly and express thoughts, feelings, and ideas clearly. **CCKSL6**		

Curriculum Framework for English Language Arts

School: Academia Antonia Alonso *Curricular Tool: Various* *Grade: 1*

In the Expeditionary Learning school design, literacy creates cohesion between the various integrated content areas. As such, in each expedition students will be reading and writing fiction and non-fiction, speaking and listening in groups and independently, researching a variety of topics, developing their knowledge of words in a contextualized manner, and reflecting on their work to improve performance. In the younger grades, students will also be developing foundational skills in phonemic awareness and phonics. In addition, as a bilingual immersion school, language learning will be paramount to the instructional program. Children will come to the school on a variety of levels as native English and native Spanish speakers. Many children will be English Language Learners. With this diversity, the desire was to create an ELA curriculum map that is comprehensive and lists all of the standards that *could* be addressed in a given unit of study or expedition. As the teacher learns about her students and their needs, she can use this map to customize and differentiate the products around students' current levels of literacy performance, both meeting their needs and challenging them at the appropriate levels.

In the map below, each row is labeled A, B, C, etc. Each letter represents a chunk of literacy instruction that is project-driven. Unit titles will not be "Reading Non-fiction," or "Elements of Stories." Instead, students will reach standards through project-driven work, learning about reading non-fiction through the development of the project. Rows labeled as Pre-A, Pre-B, Pre-C etc. are chunks of instruction or projects that will happen at the beginning of the school year. Rows labeled as 1A, 1B, 1C, etc. are chunks of instruction that correspond to expedition one. Mid-year A, Mid-year B, Mid-year C projects will occur between expeditions. 2A, 2B, 2C, etc. identify the spring expedition. Ending A, Ending B, Ending C will occur at the end of the school year.

First Grade Pre-Expedition: Case Study of an Apple Orchard
Timeline: Beginning with the first day of school to mid-September for two weeks prior to Expedition One.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics and the Visual Arts, see the Master Curriculum Matrix.

Students will participate in an in-depth exploration of an apple orchard. Students will visit a local apple orchard multiple times in order to learn how apples are picked, the process an apple goes through after it gets picked, the people who pick the fruit, and how the apple trees are cared for. Students will gain familiarity with the tools and machines used at the orchard, animals that help and harm the trees, and how apple trees change from season to season. Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons will focus on apples, orchards, and farming with targeted skill mini-lessons on building good reading habits, targeted word study, and how to tackle difficult words when reading. After visiting the orchard, students will demonstrate learning through writing and drawing about their experiences in a daily learning log as well as labeling the parts of an apple and apple tree in words, phrases, and sentences. Students will contribute to and publish a class apple cookbook that will include recipes made in the classroom through various cooking experiences as well as recipes obtained through contributions from the school community members/helpers and student's families. Specific writing skill mini-lessons will focus on generating ideas (e.g., thinking about something true that you do or have done, sketching, then writing), planning a small moment story (e.g., touching the blank pages as you think about what to write on each page), how to answer a journal prompt, completing a journal entry, sketching versus drawing, how to reread

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your writing and write more, how to work with a partner, using the tools of a writer, how to stop and jot during a mini-lesson and how to turn and talk during a mini lesson.

Pre-Expedition Enduring Understandings:
Each season is important to the growing process.
Plants (e.g., apples) are living things that grow, reproduce, and need food, air, and water.
Plants (e.g., apples) have life cycles.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
Oral discussion helps to build connections to others and create opportunities for learning.
Questioning and contributing helps speakers to convey a message, explore issues and clarify thinking.
Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.

The Essential Questions that propel this Pre-Expedition consist of the following:
What are the important steps in harvesting apples?
How do trees change from season to season and why?
What do readers do when they do not understand everything in a text?
How do good writers express themselves?
How does process shape the writer's product?
How can discussion increase our knowledge and understanding of an idea(s)?
When is it appropriate to ask questions?
How does a listener understand a message?

Literacy Tools Used During Pre-Expedition:

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)

The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Pre-Expedition First Grade

Pre-A) Experience Journal and Log

Students will independently draw and write in their experience journal and log to document the information they obtained through visiting the apple orchard and participating in the learning activities provided. This will include writing a daily entry in their experience journal to provide a chronological timeline of their learning experiences. These experiences could include but are not limited to: How apples are picked, the process an apple goes through after it gets picked, the people who pick the fruit, how the apple trees are cared for, the tools and machines used at the orchard, animals that help and harm the trees, labeling the parts of an apple and an apple tree, and how apple trees change from season to season. Additional reading and writing skill mini-lessons will focus on the organization and appropriate content for a learning log, conventions of language (e.g., capitalization, punctuation, grammar), word choice (e.g. finding the most descriptive word), word study at targeted skill needs, and how to thoroughly and completely answer a journal prompt. This project will require the student to:

- CC1RF1
- CC1RK1a
- CC1RF2
- CC1RF2a

Pre-A) Enduring Understandings:
Reading and writing about our experiences expands our understanding of the world, its people, and oneself.
Good writers use multiple strategies and venues to construct and share meaning.
People communicate through words that are spoken and written.
New information may result in a new idea or a change of thinking.

Pre-A) Essential Questions:
Why do people write?
Why do some people keep journals?
What are the benefits of writing about your experiences?
What can you learn from rereading your writing?
What is the purpose of communication?
Why do we ask questions?

Pre-A) Learning Targets:
I can…

- Locate the first and last letters of words in continuous text.
- Recognize my name in isolation and in continuous text.
- Understand the concept of *sentence* (as a group of words with ending punctuation).
- Understand the concepts of *letter* and *word* (as a single character or a group of letters).

Pre-A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Anchor Charts
Anecdotal Records
Goal Setting
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

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• CC1RF2b • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3d • CC1RF3g • CC1RF4 • CC1W1 • CC1W2 • CC1W3 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L2 • CC1L2a • CC1L2b • CC1L2d • CC1L2e • CC1L6	• Use left-to-right directionality of print and return to left in reading and writing. • Use spaces between words when writing. • Segment sentences into words. • Blend two to four phonemes in words (d-o-g, dog, t-e-n-t). • Segment words into phonemes (b-a-t, t-e-n-t). • Make connections between words by recognizing letters (*bat, big, ball*), letter clusters (*feat, meat, heat*), and letter sequences. • Recognize and produce the names of most of the upper- and lowercase letters. • Use efficient and consistent motions to form letters when writing. • Recognize and use beginning consonant sounds and the letters that represent them to read and write words. • Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*). • Recognize and use concept words (color names, number words, days of the week, months of the year). • Use known words to help in spelling new words. • Make connections between names and other words and use the letters in names to read and write words (Chuck/chair, Mark/make). • Recognize and spell known words quickly. • Use letters and relationships to sounds to read and write words. • Include facts and details in informational writing (e.g., in daily learning log entry). • Put together the related details on a topic in a text. • Put the facts or information in order (e.g., to create a timeline of events and experiences). • Tell about experiences or topics the way one would talk about them to others. • Present ideas in logical sequence. • Communicate clearly the main points intended for the reader to understand. • Provide supportive description, details, or examples	Literacy Center Activities and File Folder Experiences **Pre-A) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

	to explain the important ideas. • Use vocabulary appropriate for the topic. • Share one's thoughts and feelings about a topic. • Write about what is known and remembered. • Place words in lines, starting left to right, top to bottom. • Use conventional sentence structure (noun + verb). • Use noun and verb agreement (I can). • Capitalize *I*. • Use a capital letter for the first word in a sentence. • Read one's writing aloud and think where the punctuation would go. • Use some phonogram patterns to generate words. • Attempt unknown words through sound analysis. • Write a letter for easy-to-hear vowel sounds. • Include a vowel in each word. • Construct phonetic spellings that are readable. • Use simple resources to check spelling (word walls, personal word lists). • Leave appropriate space between words. • Hold pencil or pen with satisfactory grip. • Use a preferred hand consistently for writing. • Write for a specific purpose. • Write name and date on writing. • Gather information for writing. • Observe carefully (objects, animals, people, places, actions) before writing about them. • Stay focused on a topic (e.g., focus on one topic per journal/learning log entry). • Make sketches to help in remembering information.	
Pre-B) Collaborative Apple Cookbook Students will participate in cooking experiences using recipes contributed by family members, members of the school community, and recipes found on the internet or in cookbooks. Lessons will focus on comparisons of various cookbooks (e.g., *how the title of the cookbook conveys meaning, the sections within a cookbook, the index and appendixes found in various types of*	**Pre-B) Enduring Understandings:** *Conventional spelling promotes common understanding.* *Oral stories are an important way to share personal histories with other people.* *Traditions (including recipes) are an important part of belonging to families and communities.* *Writers have a purpose for writing.* *Writing is a multi-stage process.*	**Pre-B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions)

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cookbooks), the components of a recipe, how to read and follow a recipe, how to read and write abbreviations used in cooking, and how to write a recipe based on strategies appropriate for writing "how-to" books. Additional literacy activities will include accumulating a brief bio of the person(s) and/or history of the recipe and why the recipe has meaning to the person who is contributing the recipe (if they are a family member or member of the school community). The completion of the project will involve compiling the recipes, photos or drawings of the finished product, relevant bios, and history of the recipe into a collaborative class apple cookbook that will include a title page, table of contents, index, and appendices. This project will require the student to: • **CC1RL1** • **CC1RL4** • **CC1RL5** • **CC1RI1** • **CC1RI3** • **CC1RI4** • **CC1RI5** • **CC1RI6** • **CC1RI7** • **CC1RI9** • **CC1RI10** • **CC1RF1** • **CC1RF1a** • **CC1RF2** • **CC1RF2a** • **CC1RF2b** • **CC1RF3** • **CC1RF3a** • **CC1RF3b** • **CC1RF3d** • **CC1RF3e** • **CC1RF3g** • **CC1RF4**	*Effective communication relies on the use of proper forms.* *Visual materials enhance understanding.* **Pre-B) Essential Questions:** Why do we have traditions? Why is it important to use correct spelling? Why do we write? How is your style of writing influenced by purpose? What is the importance of sharing when writing? How does the audience influence the format of your writing? How does the purpose influence the format of your writing? How do the visual materials send messages? How do visuals impact our thoughts and actions? **Pre-B) Learning Targets:** *I can…* • Understand the concepts of *first* and *last* in written language. • Think about the purpose for writing each text (i.e., recipe). • Consider how the purpose (i.e., a collaborative apple cookbook) affects the kind of writing. • Write with an understanding that others will be reading the writing. • Think about the people who will read the writing and what they will want to know. • Include information that the readers will need to understand the text (i.e., recipe). • Make lists to plan for writing. • Record information in writing and drawings. • Select information that will support the topic. • Ask questions and gather information about a topic (e.g., apple recipes). • Participate actively in experiences and remember details that contribute to the writing and drawing of the recipes. • Remember important labels for drawings.	Anchor Charts Anecdotal Records Goal Setting Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **Pre-B) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

• **CC1RF4c** • **CC1W2** • **CC1W5** • **CC1W6** • **CC1W7** • **CC1W8** • **CC1SL1** • **CC1SL1a** • **CC1SL1b** • **CC1SL1c** • **CC1SL2** • **CC1SL3** • **CC1SL5** • **CC1SL6** • **CC1L1** • **CC1L1a** • **CC1L1b** • **CC1L1f** • **CC1L1g** • **CC1L1h** • **CCIL1i** • **CC1L2** • **CC1L2a** • **CC1L2b** • **CC1L2d** • **CC1L2e** • **CC1L4** • **CC1L4a** • **CC1L5** • **CC1L5a** • **CC1L5c** • **CC1L6**	• Understand that writers can get help from other writers. • Reread writing to be sure the meaning is clear. • Reread the text to be sure there are no missing words or information. • Add words, phrases, or sentences to provide more information to readers. • Delete words or sentences that do not make sense. • Move sentences from one part to another to make the sequence better. • Reorder writing by cutting apart or laying out pages. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Use beginning reference tools (e.g., word walls, personal word lists) to assist in word choice or to check spelling. • Create drawings to depict the final product of the recipe. • Create drawings that are related to the written text and increase readers' understanding and enjoyment. • Take risks as a writer. • View self as writer. • Keep working independently rather than waiting for teacher instructions. • Recognize uppercase and lowercase letters. • Understand special uses of letters (capital letters, initials, abbreviations used in recipes). • Understand the concept of plurals and plural forms: Adding –s (*dogs, cats, apples, faces, trees, monkeys*); adding –es (*words that end in x, ch, sh, s, ss, tch, zz*). • Listen with attention and understanding to directions (multiple step). • Demonstrate the ability to remember and follow simple directions when cooking.	

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	• Speak at appropriate volume to be heard. • Make brief oral reports that demonstrate understanding of the recipe, personal history, and/or any stories related to the importance of the recipe.	
Pre-C) Small Moment Writing Students will work independently to write about a small moment that occurred during their experiences at the apple orchard or while cooking an apple recipe. In addition, students will be learning the procedures and routines for writing in a first grade classroom. Mini-lessons will focus on generating ideas (e.g., thinking about something true that you do or have done, sketching, then writing), planning a small moment story (e.g., touching the blank pages as you think about what to write on each page), sketching versus drawing, how to reread your writing and write more, how to work with a partner, using the tools of a writer, how to stop and jot during a mini-lesson and how to turn and talk during a mini lesson. Writing will be modeled by adults and practiced by student participation in shared, interactive, and independent writing experiences. This project will require the student to: • **CC1RF1** • **CC1RF1a** • **CC1RF2** • **CC1RF2a** • **CC1RF2b** • **CC1RF2c** • **CC1RF2d** • **CC1RF3** • **CC1RF3a** • **CC1RF3b** • **CC1RF3d** • **CC1RF3e** • **CC1RF3g** • **CC1W1** • **CC1W2**	**Pre-C) Enduring Understandings:** *Writing conveys meaning.* *Words have meaning-they represent objects, ideas, situations, and feelings.* *Some words describe what we see, hear, taste, touch, and smell.* *Some words tell what we think.* *Some words tell what we feel.* *Writing is a timeless form of communication.* *Writing allows you to "talk to" people who are not there.* *Audience and purpose influence the style and type of writing chosen by the author.* *Writing helps us clarify, as well as express, our thoughts and opinions.* *Effective writers us specific techniques (style, word choice, organization) to better inform, entertain, and persuade.* **Pre-C) Essential Questions:** What if words could mean anything at all? Why does word order matter? What if the words were scrambled? Why am I writing? Who will read my writing? How can writing help me learn about myself? How do writers express their thoughts and feelings? What is a "complete" thought? Why share personal experiences through writing? What makes writing worth reading? How do effective writers hook and hold their readers? Where do ideas for writing come from?	**Pre-C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Anchor Charts Anecdotal Records Goal Setting Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences

• **CC1W3** • **CC1W5** • **CC1W6** • **CC1W7** • **CC1W8** • **CC1SL1** • **CC1SL1a** • **CC1SL1b** • **CC1SL1c** • **CC1SL2** • **CC1SL3** • **CC1SL4** • **CC1SL5** • **CC1SL6** • **CC1L1** • **CC1L1a** • **CC1L1b** • **CC1L1c** • **CC1L1d** • **CC1L1e** • **CC1L1f** • **CC1L1g** • **CC1L1h** • **CCIL1i** • **CC1L2** • **CC1L2a** • **CC1L2b** • **CC1L2d** • **CC1L2e** • **CC1L5** • **CC1L6**	**Pre-C) Learning Targets:** *I can…* • Write stories that have a beginning, a series of things happening, and an ending. • Write a title and the author's name on the cover of a story or book. • Create a picture book as one form of writing. • Tell one part, idea, or group of ideas on each page of a book. • Understand that the writer is using language to communicate meaning. • Learn new words or phrases from reading and try them out in writing. • Place titles and headings in the appropriate place on a page. • Use spaces between words. • Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet. • Use uppercase letters in titles. • Use conventional symbols to write words. • Say words slowly to hear a sound and write a letter that represents it. • Return to the left margin to start a new line. • Write left to right in lines. • Write letters in groups to form words. • Form upper- and lowercase letters efficiently in manuscript print. • Generate and expand ideas through talk with peers and teacher. • Look for ideas and topics in personal experiences, shared through talk. • Tell stories in chronological order. • Make a list of ideas on topics for writing. • Choose topics that one knows about or cares about. • Understand that writers can get help from other writers and can change their writing in response to peer or teacher feedback. • Use words and drawings to compose a story. • Write a continuous message on a simple topic.	**Pre-C) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	• Reread writing each day (or during writing on the same day) before continuing to write. • Add words, phrases, or sentences to make the writing more interesting or exciting to read. • Edit for spelling errors by making another attempt. • Share writing by reading it to the class. • Produce an appropriate quantity of writing within the time available (e.g., one or two pages per day). • Hear and recognize word boundaries. • Identify a word that begins with the sound of each letter. • Recognize letters that are embedded in words and in continuous text. • Write a core of high-frequency words (*a, and, at, be, can, do, I, he, she, is, in, it, me, no, go, the, to, up*). • Understand the concept of syllables and demonstrate by clapping (*horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y*). • Use known words to monitor writing and spelling. • Use known words and word parts to help in writing and spelling new words (*can, candy*). • Break words into syllables to write them.	
Pre-D) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. During this pre-expedition, texts will focus on stories from fiction and non-fiction texts about farms, orchards, apples, life cycle of plants, recipes, and cooking. Skill mini-lessons will focus on the following; how to choose the "just right" book to read; setting goals that focus on the volume (amount) of reading, reading rate (fluency), as	**Pre-D) Enduring Understandings:** *Readers develop a deeper understanding through discussion and reflection of text with themselves and with others.* *Listening skills are critical for learning and communicating.* *People communicate through speaking.* *The goal of reading is to make meaning from text.* *Effective readers use strategies to help them better understand (e.g., context clues, predicting, envisioning, questioning, and rereading).* *Effective readers question the text.* **Pre-D) Essential Questions:** What do good readers do? What do good readers do when they do not understand?	**Pre-D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Anchor Charts Anecdotal Records Goal Setting Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit*

well as good reading habits; sustained reading by rereading and graphing the class reading time or making tally marks to indicate the number of times a student has read a particular book; how to get "back on track" when you lose meaning in a story; how to envision and predict; as well as how to work with a buddy partner during reading. Students will keep a reader's response log to record information such as but not limited to the following: Information about the books they read, responses to teacher's prompts and questions, and record vocabulary words, their meanings, and how they are used in a text. These activities will require the student to: • **CC1RL1** • **CC1RL2** • **CC1RL3** • **CC1RL4** • **CC1RL5** • **CC1RL7** • **CC1RI1** • **CC1RI2** • **CC1RI3** • **CC1RI4** • **CC1RI5** • **CC1RI6** • **CC1RI7** • **CC1RI9** • **CC1RI10** • **CC1RF1** • **CC1RF1a** • **CC1RF2** • **CC1RF2a** • **CC1RF2b** • **CC1RF2c** • **CC1RF2d** • **CC1RF3** • **CC1RF3a** • **CC1RF3b**	What do good readers do when the text does not make sense? How do readers reflect and respond? Why do you need to evaluate what you read? How do you listen? What is the author saying? What does the text mean? **Pre-D) Learning Targets:** *I can…* • Recognize a large number of regular words and easy high-frequency words quickly with the support of the meaning and language structure. • Locate the first and last letters of words in continuous text. • Say words slowly to identify first sound, connect to letter, and locate the word in a text. • Take apart words by using the sounds of individual letters in words with CVC patterns. • Recognize twenty or more high-frequency words within continuous text quickly. • Reread a sentence to problem solve, self-correct, or confirm. • Cross-check one kind of information against another to monitor and self-correct reading (e.g., meaning with visual information). • Notice details in pictures and use information to understand the text. • Reread to search for and use information. • Remember information to help in understanding the end of a story. • Recall and retell the important information in or events from the text. • Understand and talk about a simple sequence of events or steps. • Identify and read phrases as word groups. • Notice and use quotation marks and reflect dialogue with the voice. • Reflect punctuation through appropriate pausing and intonation while reading orally.	*cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **Pre-D) Summative Assessments:** *Student progress will be measured by:* Completion of learning journal/log Participation in collaborative cookbook Participation in guided reading lessons and activities Published small moment piece of writing Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• **CC1RF3d** • **CC1RF3e** • **CC1RF3g** • **CC1RF4** • **CC1RF4a** • **CC1RF4b** • **CC1RF4c** • **CC1W1** • **CC1W5** • **CC1W8** • **CC1SL1** • **CC1SL1a** • **CC1SL1b** • **CC1SL1c** • **CC1SL2** • **CC1SL3** • **CC1SL4** • **CC1SL5** • **CC1SL6** • **CC1L1** • **CC1L1a** • **CC1L1b** • **CC1L1c** • **CC1L1d** • **CC1L1e** • **CC1L1f** • **CC1L1g** • **CC1L1h** • **CCIL1i** • **CC1L2** • **CC1L2a** • **CC1L2b** • **CC1L2d** • **CC1L2e** • **CC1L4** • **CC1L4a** • **CC1L5** • **CC1L6**	• Slow down to problem solve and resume good rate of reading. • Anticipate and use language patterns when available but do not depend on them. • Make predictions using picture information. • Predict the ending of a story based on reading the beginning and the middle. • Make predictions based on personal experiences and knowledge. • Make predictions based on information gained through reading. • Make and discuss connections between texts and reader's personal experiences. • Make connections between texts that are alike in some way (topic, ending, characters). • Identify new information in pictures. • Infer and talk about characters' feelings, motives, and attributes. • Show evidence in the print or pictures to support inference. • Identify and appreciate humor in a text. • Understand that a story has a beginning, a series of events, and an end. • Share opinions about the text as a whole (beginning, characters, ending). • Share opinions about illustrations. • Write short sentences to report or summarize important details from a text. • Represent a character through drawing or writing. • Tell important information from a story. • Use text as a resource for words, phrases, and ideas. • Reread to assure accuracy of sentence structure and word use as well as meaningfulness. • Predict what will happen next in a text or what a character will do. • Infer how a character feels. • Express opinions about stories. • Write or draw about something in the reader's own life when prompted.	

	• Differentiate between informational and fiction texts. • Track print left to right and top to bottom with the assistance of the teacher's pointer by pointing to words. • Recognize and use simple punctuation, reflecting it in the voice while reading (period, question mark, exclamation point). • Acquire understanding of new words through repeated readings. • Understand the meaning of the words during reading. • Read along with others on familiar texts, demonstrating high accuracy. • Remember and use repeating language patterns when rereading. • Mimic the teacher's expression. • Express personal connections through discussion. • Use background knowledge and experience to contribute to text interpretation. • Understand and discuss title, author, and illustrator. • Understand the events of a plot with multiple events. • Follow plots that have particular patterns, such as accumulation or a circular structure. • Pick up important information and remember it to use in discussion. • Tell a summary of the text after reading. • Talk about interesting and new information in a text. • Understand the problem in a story. • Notice and ask questions when meaning is lost or understanding is interrupted. • Notice and derive information from pictures.	

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First Grade Expedition One: Farms and Food

Timeline: Approximately mid-September to Mid December (12 weeks)

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will learn about the growth and care of farms; including the animals that live there, what they provide to people, and how farmers take care of the crops and animals. Students will participate in literacy activities designed to provide in-depth examination into one of the following topics: Bees, Fruits/Vegetables/Grains, Dairy, or Poultry. Literacy activities will include but are not limited to the following: Dramatic play, interviewing, sorting and categorization, targeted word study development, observation and observational sketches, re-telling their experiences to adults and peers, sequencing photos of their activities and experiences, read-aloud, vocabulary development through creation of a "parts-of" booklet (e.g., labeling parts of a rooster, cow, banana, or bee in a mini-book format), labeling sketches/photographs of experiences, and writing about the experiences in a chronological learning journal/log. After completing the hands-on portion, students will draft pages and illustrations for a collaborative non-fiction class farm book. Each study group will be responsible for one chapter of the book with each person in the study group writing and illustrating at least one page for the group's chapter. Each chapter will include but should not be limited to the following: Pictures and descriptions of their study group topic, category titles and examples (e.g., different dairy animals and different kinds of dairy products), observational sketches and labels (e.g., hens', roosters', cows' bodies, fruits and vegetables, bees' bodies, parts of a flower), photos of their experiences in sequential order with labels and/or sentences describing the pictures (e.g., life cycle of a chicken, bee, banana), data collection and explanation (e.g., class preference during a blind taste test of different types of bread or cheese), a time line (e.g., timeline of a banana from planting to harvesting to selling to purchasing to table), interviews and thank you letters (e.g., interviewing an expert in their study group topic and writing a follow-up thank you letter), creating a "parts-of" booklet (e.g., labeling parts of a rooster, cow, apple, or bee in a mini-book format), and writing about their daily experiences in a chronological learning journal/log. Students will work in small groups to create a farm and food calendar based on their learning experiences during Expedition One. Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons and activities will focus on fiction and non-fiction texts about farms, bees, fruits, vegetables, grains, dairy, and poultry as well as distribution of food, how people obtain food and obstacles to obtaining food.

Expedition One Enduring Understandings:

Farms and farming is crucial to the survival of animals and humans.
There are different types of farms and each have an important role in the survival of humans and animals.
Each animal and plant has a specific cycle of life that they move through as they age that can be photographed and/or sketched and labeled.
Each animal and plant has specific parts that are unique to them as well as common characteristics that help identify their category or group.
Many of the foods we see in a grocery store, at the farmer's market, or at the produce stand comes from a farm.

The Essential Questions that propel Expedition One consist of the following:

What are the elements of a working farm?
What are the different types of farms in the world and in my community?
Why are farms important?
Why is (poultry/dairy/bees/fruits/vegetables and grains) important to the farm?
What are the unique characteristics of (poultry, dairy, bees, fruits, vegetables, and grains)?
What are the common characteristics of (poultry, dairy, bees, fruits, vegetables, and grains)?
What can we learn by photographing and/or sketching an animal or object and labeling its parts (e.g., an animal or object from one of the following categories: Poultry,

dairy, bees, fruits, vegetables, and grains)?
What is the best way to create a chapter book about farms?

Literacy Tools Used During Expedition One:

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: First Grade Expedition One

1A) Participation in Study Group Research	**1A) Enduring Understandings:**	**1A) Formative Assessments**:
Students will work independently and interdependently as they participate in literacy activities designed to provide in-depth examination and research into one of the following topics: Bees, Fruits/Vegetables/Grains, Dairy, or Poultry. Literacy activities will include but are not limited to the following: Dramatic play (e.g., acting out the life cycle of a bee, acting out how bread is made from grain), interviewing an expert in their study group	*Good researchers start with a clear purpose, topic, and audience when doing research.* *Good research comes from a variety of sources.* *Good research is shared in effective ways with intended audiences and for specific purposes.* *Good researchers check information for accuracy and validity.*	*Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led

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topic, writing a follow-up thank you letter to the expert interviewed by the study group, sorting and categorization (e.g., fruits, vegetables, types of poultry, types of grains), observation and observational sketches (e.g., students sketch and label their sketches based on their observations of a hen, cow, bee, etc.), re-telling their experiences to adults and peers (e.g., in formal settings in a presentation to adults and peers as well as informal classroom discussions), sequencing photos of their activities and experiences (e.g., students use photos taken from their trip to a bee hive and place them in the correct sequence to depict the order honey is made and label the photos with words, phrases, or sentences), read-aloud activities based on their study group topic, vocabulary development through labeling activities while creating a "parts-of" booklet (e.g., labeling parts of a rooster, cow, apple, or bee in a mini-book format), and writing about their daily experiences in an on-going learning journal. This hands-on project will require the student to:

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL4
- CC1RL5
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8
- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c

Good researchers employ strategies to help them research information.
Good researchers critically select information from a variety of sources.
I can use my own experiences to make a connection to another person.

1A) Essential questions:
Why conduct research?
Why use technology for research?
In what ways do researchers gather information?
How does a researcher know information is accurate?
What is the relationship between speaker and listener (e.g., interviewer and interviewee)?
How is information organized?
Why is information organized in different ways?
How do the connections I make to another person help me better understand the person and the topic they are speaking about?

1A) Learning Targets:

I can…

- Represent a sequence of events through drawing (often with labels or legends).
- Write short sentences to report or summarize important details from a text.
- Remember information from a text to produce lists, simple sequence of actions, and directions.

- List or write sentences and opinions about new information learned from a text.
- Notice and sometimes use interesting language from a text.
- Include facts and details in informational writing.
- Put together the related details on a topic in a text.
- Put the facts or information in order.
- Tell about experiences or topics the way one

conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder Experiences

1A) Summative Assessments:
Student progress will be measured by:

Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading

• CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3e • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W1 • CC1W2 • CC1W5 • CC1W7 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b	would talk about them to others. • Show steps in enough detail that another person (peer or adult) can follow a sequence. • Derive meaning of new words from context. • Bring background knowledge to understanding the content of a text. • Use evidence from text to support predictions (*I think…because…)*. • Interpret the illustrations. • Discuss specific examples from the text to support or justify the ideas being expressed (by the text or by the speaker). • Develop new concepts and ideas from listening to and discussing texts. • Select information that will support my topic. • Observe carefully (objects, animals, people, places, actions) before writing about them. • Stay focused on a topic. • Use drawings to share or remember thinking. • Remember important information about a topic in order to write about it. • Participate actively in experiences and remember details that contribute to writing and drawing. • Show interest in listening to and talking about my research topic. • Compare personal knowledge with what is heard. • Use polite conversational conventions (*please, thank you*). • Speak clearly enough to be understood by others in conversation. • Enter a conversation appropriately. • Engage in turn taking during a conversation. • Sustain a conversation with a variety of audiences, including peers, teacher, and family. • Form clear questions to gain information.	Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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• CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CC1L6	• Participate actively in whole-class discussion or with peers, as partners, or in a small group (e.g. research study group). • Find buttons and icons on the computer screen to make simple programs work. • Use the mouse or keys on a computer effectively. • Segment sentences into words. • Blend two to four phonemes in words (*d-o-g, dog, t-e-n-t*). • Segment words into phonemes (*b-a-t, t-e-n-t*). • Connect words by the sounds (*mom, my, mice*). • Distinguish letter forms. • Recognize consonants and vowels. • Understand alphabetical order. • Recognize and use concept words (color names, number words, days of the week, months of the year). • Recognize and use simple compound words (*into, myself, itself, cannot, inside, maybe, nobody*). • Break words into syllables to read or write them.	
1B) Non-Fiction Farm Book After completing the hands-on portion, students will draft pages and illustrations for a collaborative non-fiction class farm book. Each study group will be responsible for one chapter of the book with each person in the study group writing and illustrating at least one page for the group's chapter. Each chapter will include but should not be limited to the following: Pictures and descriptions of their study group topic, category titles and examples (e.g., different dairy animals and different kinds of dairy products), observational sketches and labels (e.g., hens', roosters', cows' bodies, fruits and vegetables, bees' bodies, parts of a flower), photos of their experiences in sequential order with labels and/or sentences describing the pictures (e.g., life cycle of a chicken, bee, apple), data collection and explanation (e.g.,	**1B) Enduring Understandings:** *Writing conveys meaning.* *Genre influences organization, technique, and style.* *Writing helps us clarify, as well as express, our thoughts.* *Written communication and proper grammar mechanics promote fluency of communication as well as guide readers through the text to help avoid confusion.* *Conventional spelling promotes common understanding.* **1B) Essential Questions:** Why write?	**1B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records

class preference during a blind taste test of different types of bread or cheese), a time line (e.g., timeline of a banana from planting to harvesting to selling to purchasing to table), parts-of diagram (e.g., a sketch or photo of a hen, bee, or cow with the parts labeled), description of expert interview (e.g., interviewing an expert in their study group topic and including the questions asked and answers obtained), as well as personal reflections. This will require the student to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL5 • CC1RL7 • CC1RI1 • CC1RI2 • CC1RI3 • CC1RI4 • CC1RI5 • CC1RI6 • CC1RI7 • CC1RI8 • CC1RI9 • CC1RI10 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3e • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b	Does a writer have an obligation to help the reader understand? How do writers decide what to write? What am I trying to achieve through my writing/ Who will read my writing? What is the purpose of applying grammar and punctuation to my writing? Why is it important to use correct spelling? **1B) Learning Targets:** *I can…* • Recognize and use beginning consonant sounds and the letters that represent them to read and write words. • Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC). • Write a core of high-frequency words (e.g., *a, am, be, can, do, for, get, got, had, he, her, him, his, I, if, in, is, it, me, my, no, on, she, so, to, up, we, you).* • Understand the concept of syllables and demonstrate by clapping. • Recognize and use endings that add –s to a verb to make it agree with the subject (*skate/skates, run/runs*). • Use known words to help in spelling new words. • Recognize and locate words (names). • Recognize and spell known words quickly. • Write an author page at the beginning or end of a book that tells details about the author (picture, writing). • Create a picture book as one form of writing. • Use a variety of beginnings to engage the reader. • Select an appropriate title for the chapter in the non-fiction farm book. • Present ideas in a logical sequence.	Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **1B) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy

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• CC1RF4c • CC1W1 • CC1W2 • CC1W3 • CC1W5 • CC1W6 • CC1W7 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L5 • CC1L5a • CC1L5b	• Introduce ideas followed by supportive details and examples. • Write in the way one would speak about the experience, event, or topic. • Understand that the print and pictures can be placed in a variety of places on the page within a book and chapter. • Show awareness of the first place position of capital letters in words. • Use periods, exclamation points, and question marks as ending marks. • Say words to break them into syllables to spell them. • Write some words with consonant letters appropriate for sounds in words (beginning and ending). • Represent several sounds, including beginning and ending. • Write letters and words that can be easily read. • Stay focused on a topic. • Remember important labels for drawings. • Understand the role of the writing conference in helping writers. • Use drawings to tell about a topic. • Reread writing each day (or during writing on the same day) before continuing to write. • Add words, phrases, or sentences to make the writing more interesting or exciting to read. • Delete extra words or sentences. • Move sentences from one part to another to make the sequence better. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Check and correct letter formation or orientation. • Use beginning reference tools (e.g., word	project State Assessments District Benchmarks AIMSWEB

• CC1L5c • CC1L6	walls, personal word lists) to assist in word choice or checking spelling.	
1C) Creation of a Farm and Food Calendar Students will work collaboratively to create a calendar based on their experiences in their research groups, creation of the farm class book, as well as participating in whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons. Working in small groups, with adult guidance and support, students will determine what should be depicted and written on each month of the calendar and the groups/individuals responsible for each month. Students will examine and explore a variety of calendars in small groups in order to determine what is the same and different about various calendars as well as what needs to be included when creating a calendar (e.g., *heading, illustrations, days and dates clearly labeled, name of the month*). Students will progress through all stages of the writing process as they create their calendar. This project will require the student to: • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3d • CC1RF3e • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W2 • CC1W5 • CC1W6	**1C) Enduring Understandings:** *Conventions of language help readers understand what is being communicated.* *Effective communication relies on the usage of proper forms.* *Calendars are historical artifacts.* **1C) Essential Questions:** How can the use of spelling rules and patterns improve written communication? How does the audience influence the format of your writing? How does the purpose influence the format of your writing? What are the parts of a calendar? How is a calendar helpful? **1C) Learning Targets** *I can…* • Create a calendar that has some of the characteristics of published calendars (*cover, title, author(s), illustrator(s), illustrations, sequence, about the author page*). • Notice the way a calendar is organized and apply this organization to the writing and development of the class calendar. • Use language that describes (adjectives and adverbs). • Include details and facts. • Use vocabulary appropriate for the topic. • State information in a unique or surprising way. • Use uppercase letters in titles. • Use capital letters in the beginning position in	**1C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences

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• CC1W7 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CC1L6	a few familiar, known proper nouns. • Use periods, exclamation points, and question marks as ending marks. • Attempt unknown words using known word parts. • Represent many consonant sounds or vowel sounds with letters. • Choose type of text to fit the purpose. • Include information that the readers will need to understand the calendar. • Understand the role of the writing conference in helping writers. • Reread the text to be sure there are no missing words or information. • Order pages by laying them out and reassembling them. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Check and correct letter formation or orientation. • Edit for spelling errors by making another attempt. • Use labels and captions on drawings if needed. • Create drawings that are related to the written text and increase readers' understanding and enjoyment. • Recognize and use beginning consonant sounds and the letters that represent them to read and write words. • Recognize and use concept words (color names, number words, days of the week, months of the year).	**1C) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB
1D) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons	**1D) Enduring Understandings:** *Good readers use both the text and the illustrations to make sense of the text.*	**1D) Formative Assessments:** *Student progress will be measured by:*

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. During this expedition, texts will focus on stories from fiction and non-fiction texts about farms, bees, fruits, vegetables, grains, dairy, and poultry as well as distribution of food, how people obtain food and obstacles to obtaining food. This will require the student to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL4 • CC1RL5 • CC1RL6 • CC1RL7 • CC1RI1 • CC1RI2 • CC1RI3 • CC1RI4 • CC1RI5 • CC1RI6 • CC1RI7 • CC1RI8 • CC1RI9 • CC1RI10 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3d	*Different types of texts (e.g. narrative, mystery, biography, ABC books) have different structures.* *Understanding a text's structure helps a reader better understand its meaning.* *Readers develop a deeper understanding through reflection of text.* *Good readers use details to sequence story events and predict what will happen next.* *Reading expands understanding of the word, its people, and oneself.* **1D) Essential Questions:** Why do people read? What do people read? How do illustrations and other graphics help me understand what I read? How can I use pictures and words together to communicate my ideas? How might being able to recognize literary features help in appreciating literature? How do I use details to help me sequence a story? How do I use details to help me envision and predict what will happen next in a story? **1D) Learning Targets:** *I can …* • Recognize characters and report important details after reading. • Understand the words while listening to a story or factual text. • Acquire new vocabulary from listening and use in discussion. • Bring background knowledge to understanding characters and their problems. • Predict what will happen next. • Interpret the illustrations. • Notice and understand texts that are based on established sequences such as numbers, days of the week, months, or seasons. • Recognize and identify some aspects of text	Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **1D) Summative Assessments:** *Student progress will be measured by:* Running Records

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• CC1L5 • CC1L5a • CC1L5b • CC1L5c • CC1L6	pausing and intonation while reading orally. • Slow down to problem solve and resume good rate of reading. • Predict the ending of a story based on reading the beginning and the middle. • Make and discuss connections between texts and reader's personal experiences. • Identify new information in text or pictures. • Infer and talk about characters' feelings, motives, and attributes. • Recognize whether a text is fiction or nonfiction. • Discuss the difference between photographs and drawings, • Share opinions about the text as a whole (beginning, characters, ending). • Express opinions about the quality of the illustrations. • Express opinions about the information in a text	
1E) Celebration of Learning Event Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition One. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, and written presentations that introduce attendees to the activities completed during the study group research, creation of the farm book chapters, participation in guided reading activities as well as describe the processes they used to create the projects. This will require the student to: • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W6 • CC1W7 • CC1W8	**1E) Enduring Understandings:** *Oral discourse helps to shape our lives and build connections to others.* *Discussion creates a greater understanding of a variety of topics.* *Effective listeners use specific techniques to help them understand the speaker.* *Speaking conveys meaning.* *Listening and responding to what we hear develops our understanding and knowledge.* *Through practice we become clear and effective communicators.* *Audience and purpose (e.g. inform, persuade, entertain) influence communication.* *The use of the voice (e.g. pitch, rate, volume, intonation) helps the audience understand the message.* **1E) Essential Questions:**	**1E) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use

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• CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2d • CC1L2e • CC1L6	What do good speakers sound like? What is a good listener? Can someone "hear" but not "listen"? What am I trying to say? How can I help my audience understand me? How do good speakers express their thoughts and feelings? How can I communicate so others will listen? How do we show others we are listening to them? How do we show others that we understand what is being said or asked? **1E) Learning Targets:** *I can…* • Listen actively to others read or talk about their own writing and projects. • Compare personal knowledge with what is heard. • Use polite conversational conventions (*please, thank you*). • Speak at an appropriate volume- not too loud but loud enough to be heard and understood by others. • Speak clearly enough to be understood by others in conversation. • Enter a conversation appropriately. • Engage in the turn taking of conversation. • Sustain a conversation with a variety of audiences, including peers, teacher, and family. • Follow the topic and add to the discussion. • Express opinions and explain reasoning (*because…).* • Explain and describe people, events, places, and objects as they are related to Expedition One. • Ask many questions, demonstrating curiosity. • Speak about a topic with enthusiasm.	with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **IE) Summative Assessments:** *Student progress will be measured by:* Participation in small group research Participation in guided reading lessons and activities Completion of research project, chapter of farm book, creation of calendar Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics

	• Look at the audience while talking (i*f appropriate*). • Tell personal experiences in a logical sequence. • Use vocabulary learned during Expedition One when discussing or present • Use props or illustrations to extend the meaning of presentations about Expedition One learning experiences.	Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

First Grade Mid-Year Off- Expedition: Meet The Authors of LACC

Timeline: Approximately January through mid-February for six weeks located between the end of Expedition One and the beginning of Expedition Two.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will become experts on a topic of their choosing as they participate in numerous literacy activities such as creating book baskets (with guidance and prompting) of texts from a variety of genres, all related to their topic. Mini-lessons will target identifying different types of texts: Is it a poem? Fiction? Non-fiction? How do you know? As students study their topic books, they will create word bank booklets specific to the topic. Additional emphasis will be placed on helping students become more independent readers who think as they read, monitor for meaning, cross-check, and self-correct using strategies such as how to "storytell" a page by looking at the pictures and thinking about what is happening in the book; before trying the words on the page, to stop and think about what they are reading; how to cross-check once they have figured out a word by asking, "Does this look right, sound right, and make sense?" The importance of rereading will be emphasized. Rereading as a way to rehearse for their partner reading, rereading tricky words, for phrasing and fluency, and with expression to increase comprehension. As part of their responsibilities as readers and with guiding and prompting, students will learn how to keep a reading log which will include but is not limited to the following: monitor their time reading by keeping a whole-class and individual graphing chart, listing the books that they read and how many times they have reread a book, responding to prompts, new vocabulary they discovered while reading as well as any questions they have while they read. After a visit to a local bookstore, where they will explore the separate sections for each genre, students will choose a genre in which to invent their own writing projects based on their topic. A classroom "bookstore" will be created as children display their variety of published genres. Students will create posters that advertise their writing for the "Meet the Author" event. Members of the school community and family members will be invited to visit the classroom "bookstore" and attend the Meet the Author events. At each Meet the Author event, the author will display their drafts, mentor texts, and share their writing through an author reading. Student authors will discuss their writing, the reason they chose a particular genre, as well as take questions and comments from those attending the event. Copies of the student's published writing will be available and time will be allowed for author's to sign copies their books. With the proper obtained consent, these events will be recorded and shared through classroom and school websites which could include scanned versions of the children's books on a virtual bookshelf on the school website.

Mid-Year Off-Expedition Enduring Understandings:

Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures and understanding a text's structure helps one understand it's meaning.

Good readers may use many strategies and they quickly try another one when the one they are using does not work. They not only know many different strategies, but they never get stuck in persisting in one that is not working.

Readers can use words they know to help them read new words.

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Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., word choice, voice, organization).
A writer's word choice and syntax are characteristics of voice that help to personalize text.
Discussion creates a greater understanding of a variety of topics.

The Essential Questions that propel the Mid-Year Off-Expedition consist of the following:
How do texts differ?
How should I read different types of texts?
Why include pictures (graphics, illustrations, etc)?
How do you "read" a picture?
What is the relationship between reader and writer?
How do writers communicate clearly?
How can I communicate so others will listen?

Literacy Tools Used During Mid-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers

Integrated Language Arts Projects: Mid-Year Off-Expedition First Grade

Mid-Year A) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. As part of their responsibilities as readers and with guiding and prompting, students will learn how to keep a reading log which will include but is not limited to the following: monitor their time reading by keeping a whole-class and individual graphing chart, listing the books that they read and how many times they have reread a book, responding to prompts, new vocabulary they discovered while reading as well as any questions they have while they read. Mini-lessons will target identifying different types of texts: Is it a poem? Fiction? Non-fiction? How do you know? As students become more independent as readers, they will be taught how to think as they read by monitoring for meaning, cross-checking, and self-correcting using a variety of strategies. This will include but not be limited to: How to "storytell" a page by looking at the pictures and thinking about what is happening in the book; before trying the words on the page, to stop and think about what they are reading; how to cross-check once they have figured out a word by asking, "Does this look right, sound right, and make sense?" and how to move to a different strategy if the one they are using is not working. Additional word solving skills will be taught including but not limited to: Thinking about the first part of a word and the sounds those letters make to figure out an unknown word, looking all the way across a word to see what you already know about the word, chunking letters and relying on parts of words the student knows to figure out what they do not know. The importance of rereading will be emphasized. Rereading as a way to rehearse for their partner reading, rereading tricky words, for phrasing and fluency, and for expression to increase comprehension. This

Mid-Year A) Enduring Understandings:
The goal of reading is to make meaning from text.
Readers can use words they know to help them read new words.
Just because you read a text does not mean you understand the text.
Readers use strategies to construct meaning.
Readers develop a deeper understanding of a text through reflection.

Readers use details, create mental images, predict, and sequence story events to help them understand what they are reading.

Mid-Year A) Essential Questions:
How can I use words that I know to read words that are unfamiliar?
How do readers prepare for reading?
What are readers thinking about as they read?
What can a reader do when they do not understand?
Why are strategies important?
Why do we need to evaluate what we read?
How do readers reflect and respond to a text?

Mid-Year A) Learning Targets:
I can…

- Recognize most words quickly.
- Remove the ending from base words to solve new words.
- Use letter-sound analysis from left to right to read a new word.
- Use sounds related to vowels to solve words.
- Use sounds related to consonants and consonant clusters to solve words.
- Recognize fifty (or more) high-frequency words within continuous text with

Mid-Year A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)

Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses

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project will require the student to:

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL4
- CC1RL5
- CC1RL6
- CC1RL7
- CC1RL9
- CC1RL10
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8
- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3
- CC1RF3a
- CC1RF3b
- CC1RF3c
- CC1RF3d
- CC1RF3e
- CC1RF3g
- CC1RF4
- CC1RF4a
- CC1RF4b

automaticity.

- Use word parts (onsets and rimes) to efficiently take words apart while reading for meaning.
- Make connections between words by letters, sounds, or spelling patterns.
- Use language structure, meaning, and visual information in a coordinated way to solve words.
- Self-correct closer to the point of error.
- Reread a phrase to problem solve, self-correct, or confirm.

- Use known words to self-monitor and self-correct.
- Reread to search for and use information or confirm meaning.
- Use all sources of information together to solve words while reading.
- Notice and use reader's tools, such as titles, headings, table of contents, where applicable.
- Search for specific facts in informational text.
- Remember information to help in understanding the end of a story.
- Notice a series of events in order to link them.
- Understand a simple sequence of events or steps.
- Demonstrate phrased, fluent oral reading.
- Reflect punctuation through appropriate pausing and intonation while reading orally.
- Slow down or repeat to think about the meaning of the text and resume normal reading speed.
- Predict the ending of a story based on reading the beginning and middle.
- Make predictions based on personal experience and knowledge.
- Make and discuss connections between texts and reader's personal experiences.

Literacy Center Activities and File Folder Experiences

Mid-Year A) Summative Assessments:
Student progress will be measured by:

Participation in guided reading lessons and activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
State Assessments
District Benchmarks
AIMSWEB

• CC1RF4c • CC1W1 • CC1W2 • CC1W3 • CC1W5 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2c • CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L4b • CC1L4c • CC1L5 • CC1L5a	• Discuss prior knowledge of content prior to reading. • Identify new information in text or pictures. • Notice and acquire new information while reading a text. • Interpret causes for feelings, motives, or actions. • Infer and discuss characters' feelings, motives, and attributes. • Understand what the writer has done to make a text surprising, funny, or interesting. • Recognize whether a text is fiction, nonfiction, fantasy, poetry, or realistic fiction. • Share opinions about the text and state reasons. • Express opinions about the quality of the illustrations. • Express opinions about the information in a text.	

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- CC1L5b
- CC1L5c
- CC1L6

Mid-Year B) Creation of Topic Book Basket and Word Bank Booklets
Students will learn a variety of brainstorming and concept mapping techniques as they explore areas of interest to them (e.g., ballet, karate, soccer, trains, dinosaurs) and choose one area in which they want to explore further in order to become an expert on the topic. Once students select their topic, with adult guidance and prompting, they will build book baskets to include books on their chosen topic from a variety of genres (e.g., poetry, informational texts, fantasy, realistic fiction, folktales, fairy tales). As students study their books, they will create word bank booklets that will include words they find interesting, words that are necessary to understanding their topic, and new words they learn while studying the topic. Word bank booklets will include the word, definition, a picture (if possible), and the word used correctly in a sentence. This project will require the student to:

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL4
- CC1RL5
- CC1RL6
- CC1RL7
- CC1RL9
- CC1RL10
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8

Mid-Year B) Enduring Understandings:
People rely on a variety of resources to obtain information.
New information may result in a new idea or a change of opinion.
Good research comes from a variety of sources.
Good researchers check information for accuracy and validity.

Mid-Year B) Essential Questions:
How is information organized?
Why is information organized in different ways?
Why do we ask questions?
Why do we conduct research?
How do researchers gather information?
Why do researchers check their information for accuracy and validity?

Mid-Year B) Learning Targets:
I can…

- Bring background knowledge to understanding the content of a text.
- Make connections between texts and own life experiences.
- Make connections between texts and discuss similarities and differences.
- Develop new concepts and ideas from reading, listening to, and discussing texts.
- Have opinions about texts and explain the reasoning for the opinions.
- Notice and use information from pictures.
- Use details from illustrations to support points made in a discussion or while sharing information about the student's personal topic.
- Check information in the text against own

Mid-Year B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder

- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3
- CC1RF3a
- CC1RF3b
- CC1RF3d
- CC1RF3e
- CC1RF3g
- CC1RF4
- CC1RF4a
- CC1RF4b
- CC1RF4c
- CC1W1
- CC1W2
- CC1W5
- CC1W7
- CC1W8
- CC1SL1
- CC1SL1a
- CC1SL1b
- CC1SL1c
- CC1SL2
- CC1SL3
- CC1SL4
- CC1SL5
- CC1SL6
- CC1L1
- CC1L1a
- CC1L1b
- CC1L1c
- CC1L1d

experiences.
- Recognize that the information gathered from different genres provides the researcher with different viewpoints and levels of fact.
- Choose the type of text to fit the purpose (e.g., poem, factual book, alphabet book, photo book, label book, story with pictures).
- Choose paper to match genre and organization.
- Tell whether a piece of writing is a story or an informational text.
- Write with an understanding that the final product is to be read by others.
- Think about the people who will read the writing and what they will want to know.
- Generate and expand ideas through talk with peers and adults.
- Gather information from book basket texts and word booklets for writing.
- Choose topics that one knows about or cares about.
- Select information that will support the topic.
- Stay focused on a topic.
- Ask questions and gather information on a topic.
- Take notes and/or make sketches to help in remembering information.

Experiences

Mid-Year B) Summative Assessments:
Student progress will be measured by:

Participation in research on chosen topic
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
Demonstration of completed literacy project
State Assessments
District Benchmarks
AIMSWEB

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- CC1L1e
- CC1L1f
- CC1L1g
- CC1L1h
- CCIL1i
- CC1LIj
- CC1L2
- CC1L2a
- CC1L2b
- CC1L2d
- CC1L2e
- CC1L4
- CC1L4a
- CC1L4b
- CC1L4c
- CC1L5
- CC1L5a
- CC1L5b
- CC1L5c
- CC1L6

Mid-Year C) Invent own writing based on topic of the students choosing:
As student's knowledge in their topic grows they will choose a genre in which to write about their topic. After a visit to a local bookstore where they will explore the separate sections for each genre, students will invent their own writing projects based on their topic. Students will be able to write in the genre of their choice. Each project will require the student to progress through all stages of the writing process as they generate ideas, continue to refine their research on their topic through multiple sources, select from a variety of forms the kind of text that will fit the purpose (books with illustrations; alphabet books; label books; poetry books; question and answer books; narratives;

Mid-Year C) Enduring Understandings:
Writing conveys meaning.
Writing helps us clarify, as well as express, our thoughts and opinions.
Effective writers use specific techniques (word choice, style, organization) to better inform, entertain, and persuade.
Genre influences organization, technique, and style.
Good research is shared in effective ways with intended audiences and for specific purposes.
Punctuation marks aid comprehension by signaling how to read and interpret text.

Mid-Year C) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts

informational), complete several drafts, conference with peers and adults, revise for meaning, edit for conventions, and publish a final product. Final products will include a cover, title, dedication page, illustrations, and details about the author. This project will require the student to:

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL4
- CC1RL5
- CC1RL6
- CC1RL7
- CC1RL9
- CC1RL10
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8
- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3
- CC1RF3a
- CC1RF3b
- CC1RF3d
- CC1RF3e
- CC1RF3g

Mid-Year C) Essential Questions:
Why write?
What makes writing worth reading?
How do effective writers hook and hold their readers?
What makes writing easy to follow?
Why have punctuation marks?
Who will read my writing?
What am I trying to achieve through my writing?

Mid-Year C) Learning Targets:
I can…

- Represent a sequence of events through drawing (with labels and legends as necessary).
- Use text as a resource for words, phrases, and ideas.
- Notice and sometimes use new words from a text.
- List or write sentences and opinions about new information learned from a text.
- Write or draw about something in the reader's own life when prompted by a text.
- Create texts that have some of the characteristics of published texts (cover, title, author, illustrations, beginning, ending, events in a sequence, about the author page).
- Sometimes borrow the style or language of a mentor author.
- Express opinions about a story or poem.
- Notice the way a text is organized and apply organization to writing.
- Recognize and use aspects of text structure (beginning and ending, sequential presentation of events or ideas).
- Use a variety of beginnings to engage the reader.
- Use endings that are interesting, leave the reader satisfied, or get the reader to think more about a story or topic.

Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder Experiences

Mid-Year C) Summative Assessments:
Student progress will be measured by:

Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics

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• CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W1 • CC1W2 • CC1W3 • CC1W5 • CC1W6 • CC1W7 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2d • CC1L2e • CC1L4 • CC1L4a	• Communicate clearly the main points intended for the reader to understand. • Provide supportive description, details, or examples to explain important ideas. • Learn new words or phrases from reading and try them out in writing. • Use vocabulary appropriate to the topic. • Vary word choice to create interesting description and dialogue. • Write with a unique perspective. • Share one's thoughts and feelings about a topic. • Understand that layout of print and illustrations are important in conveying the meaning of a text. • Notice the use of punctuation marks in books and try them out in own writing. • Read one's writing aloud and think where punctuation would go. • Use conventional symbols to write words. • Represent many short and long vowels in words. • Use some inflectional endings such as *s* and *ing*. • Attempt unknown words using known word parts to spell a word. • Leave appropriate space between words. • Hold pencil or pen with satisfactory grip. • Write left to right in lines. • Write letters and words that can be easily read. • Understand that writers can change writing in response to peer or adult feedback. • Use words and drawings to tell about a topic or tell a story. • Write a continuous message on a simple topic. • Reread writing each day (or during writing on the same day) before continuing to write.	Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

- CC1L4b
- CC1L4c
- CC1L5
- CC1L5a
- CC1L5b
- CC1L5c
- CC1L6

Mid-Year D) Meet the Author Poster
In preparation for the whole class Meet the Author event students will create a Meet the Author Poster that will advertise their final writing product. Each poster will include but not be limited to: A picture of the book's cover, picture of the author, graphics related to the topic, and key words or phrases found within the book. This project will require the student to:

- CC1RL1
- CC1RL3
- CC1RL4
- CC1RI1
- CC1RI2

- Reread text to be sure the meaning is clear and there are no missing words or information.
- Review drawings to revise by adding or deleting information.
- Add words, phrases, or sentences to make the writing more interesting or exciting to read or to provide more information for the reader.
- Delete words or sentences that are extra or do not make sense.
- Reorder pages by laying them out and reassembling them.
- Move sentences from one part to another to make the sequence better.
- Add words, phrases, or sentences using spider legs or an extra piece of paper glued, taped, or stapled to the piece.
- Understand that the writer shows respect to the reader by applying what is known to correct errors.
- Edit for spelling errors by circling words that do not look right and trying to spell them another way.
- Use drawings to plan, draft, revise, or publish writing.

Mid-Year D) Enduring Understandings:
Writing is a timeless form of communication.
Effective writers use specific techniques (style, word choice, organization, illustrations) to better inform, entertain, or persuade.
Punctuation marks and grammar rules guide readers through a text to help avoid confusion.

Mid-Year D) Essential Questions:
How do effective writers hook and hold the readers attention?
How do writers decide what to write (on a poster)?
What am I trying to achieve through my writing?
Why is punctuation important?

Mid-Year D) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records

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- CC1RI7
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3
- CC1RF3a
- CC1RF3b
- CC1RF3d
- CC1RF3e
- CC1RF3g
- CC1RF4
- CC1RF4a
- CC1RF4b
- CC1RF4c
- CC1W1
- CC1W6
- CC1SL1
- CC1SL1a
- CC1SL1b
- CC1SL1c
- CC1SL2
- CC1SL3
- CC1SL4
- CC1SL5
- CC1SL6
- CC1L1
- CC1L1a
- CC1L1b
- CC1L1c
- CC1L1d
- CC1L1e
- CC1L1f
- CC1L1g
- CC1L1h

Why is correct spelling important?

Mid-Year D) Learning Targets:
I can…

- Produce some simple graphic representations for the Meet the Author poster.
- Use specific vocabulary to write about the text (author, cover page, title, characters, information learned).
- Use drawings to represent the book by including people, places, things, and ideas.
- Use vocabulary specific to student's topic to advertise their published piece of writing.
- Use labels and captions on drawings that are displayed.

Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder Experiences

Mid-Year D) Summative Assessments:
Student progress will be measured by:

Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
Demonstration of completed literacy project

- CCIL1i
- CC1LIj
- CC1L2
- CC1L2a
- CC1L2b
- CC1L2c
- CC1L2d
- CC1L2e
- CC1L6

Mid-Year E) Host a Meet the Author Event and Book Signing

Members of the school community and family members will be invited to visit the classroom "bookstore" and attend the Meet the Author events. At each Meet the Author event, the author will display their drafts, mentor texts, and share their writing through an author reading. Student authors will discuss their writing, the reason they chose a particular genre, as well as take questions and comments from those attending the event. Copies of the student's published writing will be available and time will be allowed for author's to sign their books. These events will be recorded and shared through class and school websites (with obtained consent). If possible, scanned versions of the children's books will be made available on a virtual bookshelf on the school website. This project will require the student to:

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL6
- CC1RL7
- CC1RI1
- CC1RI2
- CC1RI4
- CC1RI7
- CC1RF4
- CC1W8
- CC1SL1

Mid-Year E) Enduring Understandings:
Speaking conveys meaning.
People communicate through speaking.
Audience and purpose influence communication.
Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.
The use of voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message.

Mid-Year E) Essential Questions:
What do good speakers sound like?
How do effective speakers express their thoughts and feelings?
How do effective speakers hook and hold their audience?
What makes a speaker easy to follow?
How do I communicate by ideas, thoughts, and opinions so that others will listen?

Mid-Year E) Learning Targets:
I can…

- Listen actively to others read or talk about their writing.
- Listen with attention and understanding to oral reading of stories, poems, and informational texts.

State Assessments
District Benchmarks
AIMSWEB

Mid-Year E) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation

Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work

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- CC1SL1a
- CC1SL1b
- CC1SL1c
- CC1SL2
- CC1SL3
- CC1SL4
- CC1SL6
- CC1L1
- CC1L6

- Compare personal knowledge with what was learned.
- Use polite conversational conventions (*please, thank you*).
- Speak at an appropriate volume- not too loud but loud enough to be heard and understood by others.
- Speak clearly enough to be understood by others in conversation.
- Enter a conversation appropriately.
- Engage in the turn taking of conversation.
- Sustain a conversation with a variety of audiences, including peers, teacher, and family.
- Follow the topic and add to the discussion.
- Express opinions and explain reasoning (*because…).*
- Explain and describe people, events, places, and objects as they relate to each individual's topic.
- Describe similarities and differences among people, places, events, and objects as related to the topic studied.
- Report interesting information obtained.
- Speak about a topic with enthusiasm and confidence.
- Look at the audience while talking (*if appropriate*).
- Speak at an appropriate rate to be understood by the audience.
- Tell personal experiences in a logical sequence.
- Use vocabulary learned while studying the topic.
- Have a topic or story in mind before starting to speak.
- Have an audience in mind before starting to speak.
- Present ideas and information in a logical

Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder Experiences

Mid-Year E) Summative Assessments:
Student progress will be measured by:

Participation and presentation during Meet the Author event
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
Demonstration of completed literacy project
State Assessments
District Benchmarks
AIMSWEB

	sequence. • Make brief oral reports that demonstrate understanding of a topic. • Use props or illustrations to extend the meaning of a presentation. • Read aloud and discuss own writing with others.	

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First Grade Expedition Two: Building Homes for Families

Timeline: Approximately mid-February through mid-May

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will discover how the study of one topic (houses) can increase their understanding about their community and communities around the world. Through observations, large and small group discussions, and directed literacy activities, students will compare and contrast the types of houses lived in by their peers as well as different types of homes found within their community and around the world. Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons will be designed to build up the student's base of knowledge by reading deeply about the topic of houses. The interconnectedness of climate, weather, location, and available building materials used to build a house will be introduced and explored through collaborative and independent literacy activities*. Students will create informational books to demonstrate their understanding of how location, weather and climate can influence the types of houses and building materials used in different communities around the world. Students will use their new knowledge to write their own lines for and participate in an original play based on *The Three Little Pigs*. The play will mimic the basic story concept of *The Three Little Pigs*, with the pigs travelling around the world, dressed appropriately for the climate found in the location they researched, and building homes using materials available to that particular location and community. Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Students will participate in oral, visual, and written presentations demonstrating their understanding of the interconnectedness of houses, locations, climates, and weather. There will be a one-night only performance of the original play written by the students followed by a House, Location, and Climate Showcase where students will man information booths, display their research charts, and share the knowledge contained in their published informational books as well as answer questions from the attendees.

- *According to www.nasa.gov: The difference between weather and climate is a measure of time. Weather is what conditions of the atmosphere are over a short period of time, and climate is how the atmosphere "behaves" over relatively long periods of time.*

Expedition Two Enduring Understandings:

Where we live on Earth influences the types of houses we build as a community.
Where we live on Earth influences the materials we have available to build our houses.
Climate and weather can also influence the materials used and structures of our houses.
Books, in every genre, can address universal themes of human existence and needs.
Everybody is entitled to an opinion about what a text means, but some opinions are more supportable by text than others.
Fiction can entertain while revealing truths.
Critical readers question the text and consider different perspectives during their reading and writing experiences.
Oral discussion helps to build connections to others and create opportunities for learning.
Writing conveys meaning.

The Essential Questions that propel Expedition Two consist of the following:

How do houses around the world compare to houses in my community?
What factors impact how a house is designed and built?
What is the climate in my community?
What is "typical" weather in my community?

How has my geographic location, weather, and climate influenced the types of houses built in my community?
What can I believe in a text and how do I know?
From whose viewpoint am I reading?
How does the author's perspective and knowledge about their subject influence me?
What should I do when texts/authors disagree?
What is the author saying?
What can I learn from fiction?
What is the relationship between fiction and truth?

Literacy Tools Used During Expedition Two

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Texts that might be helpful to the instruction of this Expedition include the following:

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How A House Is Built by Gail Gibbons. ISBN-10: 0823412326
Homes Around The World Series by Nicola Barber (includes Homes found on water, on the move, in the city, etc). ISBN-10: 778735591
Houses and Homes by Ann Morris. ISBN-10: 0688135781
Homes Around The World by DK Readers. ISBN-10: 0756645220
Homes In Many Cultures by Heather Adamson. ISBN-10: 1429633808
Homes: Our Global Community by Cassie Mayer. ISBN-10: 1403494088
The Reasons For Seasons by Gail Gibbons. ISBN-10: 0590907352
Weather Words and What They Mean by Gail Gibbons. ISBN-10: 082340952X
Feel The Wind (Let's-Read-and-Find-Out Science 2) by Arthur Dorros. ISBN-10: 0064450953

Integrated Language Arts Projects

2A) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons

Students will build their base of knowledge by reading deeply about the topic of houses. The interconnectedness of climate, culture, and available building materials used to build a house will be introduced and explored through collaborative and independent literacy activities. Emphasis will be placed on making observations, asking questions, voicing disagreements, and making additions to what we read. Lessons will target strategies for reading to learn by choosing easier texts first, to build their background knowledge and allow them to approach the next level of text. Mini-lessons will focus on using more than the written text to learn about a subject, how to preview texts while asking important questions of the text such as "What big things will this text teach me?" and "What are some smaller parts that the book is divided into?" as well as how to survey headings and subheadings. Students will compare and contrast types of building materials used to build a house, what makes a house a home, types of weather, and climates in different parts of the world using a variety of texts. Students will taught how to use Post-its not only for jotting down or sketching thoughts and questions as they read but also as a place to record information about the main ideas the

2A) Enduring Understandings:
Reading expands understanding of the world, its people, and oneself.
Effective readers continually practice their reading skills by using a variety of strategies to construct meaning.
Readers develop a deeper understanding through reflection of text.

2A) Essential questions:
Why do people read?
What do people read?
What are the benefits of reading?
How does reading affect your life?
How can a reader monitor their comprehension?
Why are strategies important?
How do readers reflect and respond?

2A) Learning Targets:
I can…

- Recognize most words quickly and easily.
- Remove the ending from base words to solve new words.
- Use letter clusters (blends and digraphs) to solve words.

2A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics

author is trying to put forth, asking deep and meaningful questions, major concepts and vocabulary. Students will record their responses to sentence starters and thought prompts in a learning log/journal. This will require the student to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL4 • CC1RL5 • CC1RL6 • CC1RL7 • CC1RL9 • CC1RL10 • CC1RI1 • CC1RI2 • CC1RI3 • CC1RI4 • CC1RI5 • CC1RI6 • CC1RI7 • CC1RI8 • CC1RI9 • CC1RI10 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3c • CC1RF3d • CC1RF3e	• Use left to right letter-sound analysis to read a word. • Use consonant and vowel sound-letter relationships to solve words. • Quickly and automatically recognize fifty- to seventy-five or more high-frequency words within continuous text. • Use known words and word parts (including onsets and rimes) to solve unknown words. • Connect words that mean the same or almost the same to derive meaning from the text. • Use context and pictures to derive the meaning of unfamiliar vocabulary. • Take apart compound words to solve them. • Self-correct close to the point of error (reread a phrase or word). • Reread to problem solve, self-correct, or confirm. • Use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading. • Use meaning, language structure, and visual information to monitor and self-correct reading. • Realize when more information is needed to understand a text. • Search for and use all sources of information in the text. • Use all sources of information together to solve new words. • Process texts with some split dialogue, all assigned to speakers. • Search for specific facts in informational text. • Notice, search for, remember, and discuss information that is important to understanding. • Remember information to help in understanding the end of a story. • Understand and talk about a simple sequence of events or steps. • Follow and reflect in discussion the multiple events of a story. • After reading, provide an oral summary with	Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **2A) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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• CC1RF3f • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W1 • CC1W2 • CC1W3 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2c • CC1L2d • CC1L2e • CC1L4 • CC1L4a	appropriate details in sequence after reading. • Demonstrate phrased, fluent oral reading. • Reflect punctuation through appropriate pausing and intonation while reading orally. • Slow down or repeat to think about the meaning of the texts, to solve new words, think about ideas and resume good rate of reading. • Make predictions based on personal experiences and knowledge. • Make predictions based on information gained through reading. • Make predictions based on knowledge of characters or type of story. • Support predictions with evidence from the text, personal experience, or knowledge. • Make and discuss connections between texts and reader's personal experiences and between texts and other texts that have been read or heard. • Identify new information in text or pictures. • Infer and interpret characters' feelings, motives, and attributes. • Infer causes for feelings, motives, or actions. • Show empathy for characters. • Justify inferences with evidence from the text. • Identify characteristics of genres (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays). • Notice writer's use of specific words to convey meaning (e.g., shouted, cried). • Discuss whether a story (fiction) could be true and tell why. • Share opinions about the text as a whole. • Express opinions about the quality of a text and the illustrations. • Agree or disagree with the ideas in a text. • Make judgments about characters or events in a text.	

• CC1L4b • CC1L4c • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CCIL5d • CC1L6		
2B) Research and Publish an Informational Book Students will work independently, with a writing partner, and in small focus groups in order to research and explore different types of houses, building materials used to build houses, climate, and weather in different locations around the world. Writing activities will focus on writing, sketching, and jotting questions to record and grow their thinking about the interrelatedness of houses, weather, climate, and location. Students will use information obtained during their research to write concept maps, K-W-L charts, T-Charts, Venn Diagrams, Picture Diagrams with close-ups, and/or Before-and-After Diagrams. These graphic organizers will then be used to teach children how to develop and elaborate on their new knowledge, describe their observations, share new ideas, as well as determine if they have any lingering questions that will need to be answered in preparation for the writing of informational books. Each student will progress through all stages of the writing process as they generate ideas, continue to refine their research on their topic through multiple sources, complete several drafts, conference with peers and adults, revise for meaning, edit for conventions, and publish a final product. These small group collaborative books include but are not limited to the following: Cover, Title, Table of Contents, Introduction and Conclusion pages, Compare-and-Contrast pages, Materials Used to build houses in their location pages, How-To pages, Question and Answer pages, Information Providing pages and an About the Authors	**2B) Enduring Understandings:** *Good researchers start with a clear purpose, topic, and audience when doing research.* *Good research is shared in effective ways with intended audiences and for specific purposes.* *Students critically select information from a variety of sources, including technology.* *Researchers employ strategies, ask questions, use categorization tools, and explore similarities and differences to help them research and understand information.* *Writers have a purpose for writing.* *Writing is a multi-stage process.* *Writing is a reflective process.* **2B) Essential questions:** In what ways do researchers gather information? What is the purpose of research? How does a researcher know information is accurate and valid? How can the use of technology enhance research? How is my style of writing influenced by purpose? What is the importance of sharing information with others? How do I approach writing? How does each step in the process impact my writing? How can I use evaluation and reflection to improve my writing? **2B) Learning Targets:** *I can…* • Think about the purpose for writing each text.	**2B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work

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page. This project will require the student to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL4 • CC1RL5 • CC1RL6 • CC1RL7 • CC1RL9 • CC1RL10 • CC1RI1 • CC1RI2 • CC1RI3 • CC1RI4 • CC1RI5 • CC1RI6 • CC1RI7 • CC1RI8 • CC1RI9 • CC1RI10 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3c • CC1RF3d • CC1RF3e • CC1RF3f • CC1RF3g • CC1RF4 • CC1RF4a	• Write for a specific purpose. • Consider how the purpose affects the kind of writing. • Write with an understanding that the final product will be read by others. • Think about the people who will read the writing and what they will want to know. • Include information that the readers will need to understand the text. • Generate and expand ideas through talk with peers and teacher. • Make a list of ideas based on research to include in final product. • Gather information for writing. • Record information in words or drawings. • Make lists to plan for writing. • Use a variety of graphic organizers to organize information and plan for writing. • Use drawings to share or remember thinking. • Select information that will support the topic. • Stay focused on a topic. • Ask questions and gather information on a topic. • Take notes or make sketches to help in remembering information. • Remember important information about a topic in order to write about it. • Participate actively in experiences and remember details that contribute to writing and drawing. • Understand the role of the writing conference in helping writers. • Write a continuous message on a topic. • Reread writing for clarity and to check for any missing words or information. • Add words, phrases, or sentences to make the writing more interesting or exciting and/or provide information for readers. • Delete words or sentences that do not make sense. • Add pages to a book or booklet. • Understand that the better the spelling and space between words, the easier it is for the reader to read it.	Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **2B) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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• CC1L4c • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CC1L5d • CC1L6		
2C) Original Play Students will use their new knowledge about houses; locations, climates, and weather to write their own lines for and participate in an original play based on *The Three Little Pigs*. The play will mimic the basic story concept of *The Three Little Pigs*, with the pigs (role-played by the students) travelling around the world, dressed appropriately for the climate in the location they studied, and building homes using materials available to that particular location, culture, and community. This project will require the student to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL6 • CC1RL7 • CC1RL9 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3c	**2C) Enduring Understandings:** *Different types of texts (e.g., narrative, mystery, biography, fairy tales) have different structures.* *Understanding a text's structure helps one understand its meaning.* *Genre influences organization, technique, and style.* *Speaking conveys meaning.* *Audience and purpose (e.g., inform, entertain, motivate, persuade) influence a speaker's technique (e.g., volume, pacing, word choice, intonation).* *Listening skills are critical for learning and communicating.* *Information is shared in a variety of ways with equal importance.* **2C) Essential questions:** How should I read different types of texts? Must a story have a beginning, middle, and end? What do good speakers sound like? How do we express ourselves orally? Does a speaker have an obligation to help the listener understand? What am I trying to say and to whom? How can I help my listener(s) better understand me?	**2C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records

• CC1RF3d • CC1RF3e • CC1RF3f • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W3 • CC1W7 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2c • CC1L2d • CC1L2e • CC1L4	What is the difference between "hearing" and "listening"? **2C) Learning Targets:** *I can…* • Use storytelling to generate and rehearse language. • Tell stories in chronological order. • Participate in more complex reading of familiar texts with alternate parts, recognizing turn by cues from the text. • Read aloud with fluency. • Read along with others on familiar texts, demonstrating high accuracy. • Reflect meaning with the voice through pause, stress, and phrasing. • Talk about characters, problems and events in a story in a discussion of how to read the text. • Show interpretation of character's intentions or feelings in the voice while reading. • Show anticipation in the voice when reading. • Predict what a character will do in preparation for reading or a performance. • Infer a character's feelings or motivations in preparation for reading or a performance. • Acquire understanding of new words through repeated reading. • Use language from stories as the basis for the original play. • Demonstrate the ability to remember and follow simple directions. • Enter into dramatic dialogue in play or role- play contexts. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak clearly enough to be understood by others. • Adjust volume as appropriate for different contexts. • Show knowledge of story structure by following the established story pattern of The *Three Little Pigs* when writing individual speaking parts for the play.	Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **2C) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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• CC1L4a • CC1L4b • CC1L4c • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CC1L5d • CC1L6	• Look at the audience while talking. • Have a clear purpose. • Tell stories and retell familiar stories. • Perform plays and/or puppet shows that involve speaking as a character.	
2D) Celebration of Learning Exhibition Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Students will participate in oral, visual, and written presentations demonstrating their understanding of the interconnectedness of houses, locations, climates, and weather. There will be a one-night only performance of the original play written by the students followed by a House, Location, and Climate Showcase where students will man information booths, display their research charts, and share the knowledge contained in their published informational books as well as answer questions from the attendees. This project will require the students to: • CC1RL1 • CC1RL2 • CC1RI1 • CC1RI2 • CC1RI3 • CC1RI4 • CC1RI7 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF4 • CC1RF4a	**2D) Enduring Understandings:** *Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.* *Oral discourse helps to shape our lives and build connections to others while at the same time conveying meaning.* *Effective listeners use specific techniques to help them understand the speaker.* *Listening and responding to what we hear develops our understanding and knowledge and creates a greater understanding of a variety of topics.* *Through practice we become clear and effective communicators.* *Audience and purpose (e.g. inform, persuade, entertain) influence communication.* *The use of the voice (e.g. pitch, rate, volume, intonation) helps the audience understand the message.* **1E) Essential Questions:** What do good speakers sound like? Can someone "hear" but not "listen"? What effective techniques do speakers use to capture the attention of the audience? How can I help my audience understand me? How do good speakers express their thoughts and feelings? How do we show others we are listening to them? How do we show others that we understand what is being said	**2D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work

• CC1RF4b • CC1RF4c • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1L1j • CC1L6	or asked? **2D) Learning Targets:** *I can…* • Listen with attention and understanding to oral reading of stories and informational texts. • Compare personal knowledge with what is heard. • Use polite conversational conventions (*please, thank you*). • Speak at an appropriate volume- not too loud but loud enough to be heard and understood by others. • Speak clearly enough to be understood by others in conversation. • Enter a conversation appropriately. • Engage in the turn taking of conversation. • Sustain a conversation with a variety of audiences, including peers, teacher, and family. • Follow the topic and add to the discussion. • Express opinions and explain reasoning (*because…).* • Explain and describe people, events, places, and objects as they are related to Expedition Two. • Ask many questions, demonstrating curiosity. • Speak about a topic with enthusiasm. • Look at the audience while talking (i*f appropriate*). • Tell personal experiences in a logical sequence. • Use vocabulary learned during Expedition Two when discussing or present • Use props or illustrations to extend the meaning of presentations about Expedition Two learning experiences. • Perform in the original play. • Make brief oral reports that demonstrate understanding of a topic. • Express and reflect on feelings self and others.	Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **2D) Summative Assessments:** *Student progress will be measured by:* Participation and presentation Celebration of Learning Event Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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First Grade End-Of-The-Year: Lights, Camera, Action: *Bringing characters and stories to life through storytelling and drama*
Timeline: For two-weeks beginning approximately in mid-May to the end of the school year.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will immerse themselves in character study work as they delve into the world of the theater and acting and, through acting, into the important role of coming to understand characters with greater complexity. Students will visit and tour a local children's theater and interview the producer, technical director (responsibilities include: costumes, lighting, set, sound, special effects), director, stage manager, stage crew (light and sound boards), and actors, in order to discover the inner workings of a theater. The classroom environment will be transformed into a theater where students will have the opportunity to participate in reading reader's theater scripts, engage in pantomiming as a vocabulary building experience, develop their improvisation skills using props, and work out characterization with puppets. Students will learn to think like actors as they study characters' feelings, words, and actions in order to reflect upon and deepen their understanding of the character's feelings and intentions; inferred from the words and pictures in a variety of text as well as personal writing. Students will move into the role of director as they choose critical scenes from their own reading and/or writing to act out with a partner. They will learn how to envision everything about the scene, including the setting and where the characters might be situated, as well as details of the characters' expressions, tone, clothing, and body language with power and detail. Students will form small group theater troupes and perform their own original written work to the class with the use of props, puppets, or themselves as actors; followed by a question and answer period. Shared and interactive writing experiences will focus on creating characters in stories who face problems, overcome these, and find solutions through the development of at least one class character and class story to serve as a model for independent writing activities.

End-of-the-year Enduring Understandings:
Drama can be a medium for sharing knowledge and tradition as entertainment, ultimately synthesizing information for an intended audience.
Drama is constructive form of expressing ideas, interpreting the ideas of others, and producing those constructs for playwrights, actors, and audience.
Drama is a form of imaginative play, expressing creative ideas physically by means of words, body, and/or voice.
Effective communication is a life skill; we learn to convey meaning through intonation, physical expression, syntax, and word choice.
Listening to and responding appropriately to others is inherent in the collaborative structure of drama.
In the dramatic arts, participants can continually challenge themselves from their own level of comfort, building courage, self-esteem and confidence.
The writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal, expressive, academic, or practical) through writing.
Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns help figure out unfamiliar words while reading.
Fluent readers are able to read orally and silently with speed and accuracy while practicing proper phrasing and expression and paying attention to text features (punctuation, italics, etc.).

The Essential Questions that propel this end-of-the-year expedition consist of the following:
What is drama?
What is the relationship between the director and the actor(s)?
How does an actor reveal information about a character?
What do I reveal about myself as a writer?
What do I reveal about myself when I act?
What is the overall message I wish to convey in my writing and/or speaking?

How do effective writers hook and hold their readers?
Why is fluency important?

Literacy Tools Used During End-of-the-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: First Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: End-of-the-Year Off-Expedition

Ending A) Tour of Children's Theater and Focus Group Interviews	**Ending A) Enduring Understandings:**	**Ending A) Formative Assessments:**
Students will visit and tour a local children's theater and interview the producer, technical director (responsibilities include: costumes, lighting, set, sound, special effects), director, stage manager, stage crew (light and sound boards), and actors, in order to discover the inner workings	*In dramatic performance, the process is as important and profound as the result.* *Drama is constructive form of expressing ideas, interpreting the ideas of others, and producing those constructs for playwrights, actors, and audience.* *Drama is a form of imaginative play,*	*Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led

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of a theater. In preparation for the tour, students will read text in a variety of genres focused on different aspects of acting, theater, and performing. Students will work in small focus groups to create appropriate interview questions to ask during their meeting with one of the primary individuals responsible for successful theatrical performances. Upon returning to the classroom "theater", focus groups will summarize their interview and report what they learned to the whole class in an oral presentation. This project will require the student:

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL4
- CC1RL5
- CC1RL6
- CC1RL7
- CC1RL9
- CC1RL10
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8
- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3

expressing creative ideas physically by means of words, body, and/or voice.
A speaker's point of view is influenced by his experience.
Questioning is at the heart of all learning.
Receptive and expressive oral language skills enhance communication.

Ending A) Essential questions:
What is drama?
Who are the people involved in a theatrical performance?
What are the different roles people have in a theatrical performance?
What is the relationship between the director and the actor(s)?
What is the relationship between speaker and listener?
What questioning techniques are most effective to gain information?
What skills are necessary to give and seek information in conversations, group discussions, and in oral presentations?

Ending A) Learning Targets:
I can…

- Listen with attention and understanding when asking and answering questions.
- Compare personal knowledge with what is heard.
- Use polite conversational conventions (*please, thank you*).
- Speak at an appropriate volume- not too loud but loud enough to be heard

conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder Experiences

Ending A) Summative Assessments:
Student progress will be measured by:

Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories

• CC1RF3a • CC1RF3b • CC1RF3c • CC1RF3d • CC1RF3e • CC1RF3f • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2c • CC1L2d • CC1L2e • CC1L4	and understood by others. • Speak clearly enough to be understood by others in conversation. • Enter a conversation appropriately. • Engage in the turn taking of conversation. • Sustain a conversation with a variety of audiences, including peers, teacher, and family. • Follow the topic and add to the discussion. • Express opinions and explain reasoning (*because…).* • Build upon the statements of others. • Participate actively in whole-class discussion or with peers, as partners, or in a small setting. • Talk with confidence.	Portfolios Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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- CC1L4a
- CC1L4b
- CC1L4c
- CC1L5
- CC1L5a
- CC1L5b
- CC1L5c
- CCIL5d
- CC1L6

Ending B) Reading and Writing As Actors

Students will study characters during integrated and interactive whole class read-aloud discussions, personal reading/listening, and guided reading and writing lessons. Whole class writing activities, mini-lessons, and teacher modeling will target thinking about the book as a whole; synthesizing what happens and how the characters react; learning to talk and think in sequence while they focus on a character-based retelling of a text using words such as *after that, next, just after,* and *right before*. Fluency work will focus on scooping up more than one word at a time; using intonation to reflect a character's feelings and how those feelings change across a text. Students will learn strategies for what to do when it is hard to get to know their character such as going back and tackling some of the tricky words that might be getting in the way of learning about their character. At the same time students will be learning how to plan a story by creating mini-booklets to quickly sketch each part of a story; how to quickly sketch a couple versions of how a story might go; "storytelling" each sketch by touching the page and saying aloud the words the writer might write; exploring and expanding on how a character's likes and dislikes can lead to trouble; fictionalizing possible solutions; and the difference between summarizing and storytelling by focusing on thinking, "What, exactly, will be happening at the start of my story?" or "If this was a play, what would this character be doing on stage?". This combined reading and writing project will require the students to:

Ending B) Enduring Understandings:

Stories can entertain.
Audience and purpose (e.g., inform, entertain, persuade, provoke) influence literary technique (e.g., style) and a speaker's technique (e.g., volume, pacing, word choice, intonation).
Non-verbal's (e.g., gestures, intonation, pace, posture, and expression) enhance or detract from the message and story.
Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships.
The use of a variety of comprehension strategies greatly enhances understanding of text.

Writers need to choose their words/language with care, depending on the content, purpose, and audience.
Language should be concise and precise. Strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader.

Ending B) Essential questions:

Ending B) Formative Assessments:

Student progress will be measured by:

Observation
Questioning
Discussion
Listening In (to student-led discussions)
Turn and Talk (listening in to student-led conversations with peers)
Flip Check cards (two possibilities on the card, students use to respond to teacher questioning)
Anchor Charts
Anecdotal Records
Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess)
Personal Learning Target Tracker (for use with goal setting, but individual tracking)
Self Assessments
Collaborative Activities
Participation
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers

- CC1RL1
- CC1RL2
- CC1RL3
- CC1RL4
- CC1RL5
- CC1RL6
- CC1RL7
- CC1RL9
- CC1RL10
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8
- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3
- CC1RF3a
- CC1RF3b
- CC1RF3c
- CC1RF3d
- CC1RF3e
- CC1RF3f
- CC1RF3g
- CC1RF4
- CC1RF4a
- CC1RF4b

How does a character develop in a story?
How does a character change as a story evolves?
How does the character feel at this point and how should I convey that emotion?
What impact does context have on word meaning?
What words do I use to show how a character feels and/or thinks?
How do I plan my writing?

Ending B) Learning Targets:
I can…

- Use letter-sound relationships in sequence to solve more complex new words.
- Use consonant and vowel sound-letter relationships to solve words.
- Quickly and automatically recognize seventy-five to one hundred or more high-frequency words within continuous text.
- Use known words and word parts (including onsets and rimes) to solve unknown words.
- Connect words that mean the same or almost the same to derive meaning from the text.
- Use context and pictures to derive the meaning of unfamiliar vocabulary.
- Take apart compound words to solve them.
- Self-correct close to the point of error.
- Reread to problem solve, self-correct, or confirm when needed but less frequently than in previous levels.

Interactive Word Walls
Personal White Board responses
Literacy Center Activities and File Folder Experiences

Ending B) Summative Assessments:
Student progress will be measured by:

Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
Demonstration of completed literacy project
State Assessments
District Benchmarks
AIMSWEB

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• CC1RF4c • CC1W1 • CC1W2 • CC1W3 • CCIW5 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2c • CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L4b • CC1L4c • CC1L5 • CC1L5a	• Use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading. • Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information). • Use a table of contents to locate information in a text. • Use multiple sources of information together to solve words. • Demonstrate understanding of sequence when summarizing text. • After reading, provide an oral summary with appropriate details in sequence after reading. • Demonstrate phrased, fluent oral reading. • Demonstrate awareness of the function of the full range of punctuation. • Slow down or reread to think about the meaning of the texts, to solve new words, think about ideas and resume good rate of reading. • Support predictions with evidence from the text or personal experiences and knowledge. • Make predictions based on information gained through reading. • Make and discuss connections between texts and reader's personal experiences and between texts and other texts that have been read or heard. • Identify new information in text or pictures and incorporate it into	

• CC1L5b • CC1L5c • CCIL5d • CC1L6	present understandings. • Show empathy for characters and infer their feelings and motivations. • Justify inferences with evidence from the text. • Discuss characteristics of genres (*simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays).* • Notice writer's use of specific words to convey meaning (e.g., *shouted, cried*). • Understand what the writer has done to make a text surprising, funny, or interesting. • Share opinions about the text as a whole. • Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning. • Reflect what a character is really like. • Sometimes borrow the style or some language from a writer. • Vary word choice to create interesting description and dialogue. • Use prepositional phrases (*to the bus, on the bus*). • Use modifiers (*red dress; ran fast*). • Spell seventy-five to one hundred or more high-frequency words conventionally. • Use storytelling to generate and rehearse language (that may be written later). • Add dialogue to provide information or provide narration (in quotes or speech bubbles). • Mark parts of personal writing that are not clear and provide more	

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	information. • Try out techniques other writers used.	
Ending C) Reading and Writing as Directors Students will be taught that directors are responsible for the "bigger picture" and as such, need to be able to envision the whole story well. As directors they need to read closely enough to pick up and use clues from the text that inform meaning, draw on all they've experienced themselves to add more to the text than what is explicitly detailed, watch the actor closely to see that the actor is portraying the characters with emotion, think about all of the characters as they consider how one character's actions fit with another. Whole class writing activities, mini-lessons, and teacher modeling during these integrated and interactive whole class read-aloud discussions, personal reading/listening, and guided reading and writing lessons will focus on using text evidence to support their ideas and images, inferring skills as they integrate the story elements, stretching out the problem and imagining creative solutions; showing actions and feelings by writing with details to contrast how different characters react with their face or body to a problem, and making vivid mental images. Students will work in partnerships, rotating the role of director and actor as they take turns choosing parts of their reading and/or personal writing projects to act out by exploring where a character has to solve a problem or where something funny or surprising happens. Directors will guide the actors to speak, move, and make facial expressions so as to bring out the meaning of the story, trying out scenes in different ways. This integrated reading and writing project will require the students to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL4 • CC1RL5 • CC1RL6 • CC1RL7	**Ending C) Enduring Understandings:** *Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and providing answers.* *Many words have multiple meanings and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.* *To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.* *Writing can be used to make meaning of one's own experience, as well as of other information/ ideas.* *Writers need to choose their words/language with care, depending on the content, purpose, and audience.* *Language should be concise and precise. Strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader.* **Ending C) Essential questions:** How should I say this word, phrase and/or sentence? How can writing communicate ideas and deepen understanding? How does revising and editing strengthen ideas, organization, voice, word choice, sentence fluency, and conventions? How do writers communicate purposefully and clearly with various audiences? How does writing make thinking and emotions	**Ending C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences

- CC1RL9
- CC1RL10
- CC1RI1
- CC1RI2
- CC1RI3
- CC1RI4
- CC1RI5
- CC1RI6
- CC1RI7
- CC1RI8
- CC1RI9
- CC1RI10
- CC1RF1
- CC1RF1a
- CC1RF2
- CC1RF2a
- CC1RF2b
- CC1RF2c
- CC1RF2d
- CC1RF3
- CC1RF3a
- CC1RF3b
- CC1RF3c
- CC1RF3d
- CC1RF3e
- CC1RF3f
- CC1RF3g
- CC1RF4
- CC1RF4a
- CC1RF4b
- CC1RF4c
- CC1W1
- CC1W2
- CC1W3
- CC1W5
- CC1W8
- CC1SL1
- CC1SL1a

visible and clarify understanding?
What is the best way to demonstrate how a character thinks or feels without using words?

Ending C) Learning Targets:
I can…

- Make connections between words by letters, sounds, or spelling patterns.
- Demonstrate knowledge of flexible ways to solve words (taking apart, chunking, using meaning, etc).
- Use context to derive meaning of new words.
- Self-correct close to the point of error (reread a phrase or word).
- Realize when more information is needed to understand a text.
- Use simple graphics, labeled pictures that add information to the text.
- Process texts with some split dialogue, all assigned to speakers.
- Search for specific facts in informational text.
- Notice, search for, remember, and discuss information that is important to understanding.
- Remember information to help in understanding the end of a story.
- Understand and talk about a simple sequence of events or steps.
- Identify and understand a set of related ideas in a text.
- Demonstrate phrased, fluent oral reading.
- Demonstrate appropriate stress on words to reflect the meaning.

Ending C) Summative Assessments:
Student progress will be measured by:

Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
Demonstration of completed literacy project
State Assessments
District Benchmarks
AIMSWEB

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• CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b • CC1L2c • CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L4b • CC1L4c • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CCIL5d • CC1L6	• Slow down or repeat to think about the meaning of the texts, to solve new words, think about ideas and resume good rate of reading. • Use understanding of text structure to make predictions about what will happen next. • Use knowledge of language structure to anticipate the text. • Use background information, personal experience, and information form the text to make predictions. • Bring knowledge of personal experiences to the interpretation of characters and events. • Infer and interpret characters' feelings, motives, and attributes. • Interpret and talk about causes for feelings, motives, or actions. • Infer causes and effects as implied in the text. • Justify inferences with evidence from the text. • Understand, talk about, write, or draw when a writer has used description or compare and contrast. • Discuss whether a story (fiction) could be true and tell why. • Express opinions about the quality of a text and the illustrations. • Agree or disagree with the ideas in a text. • Make judgments about characters or events in a text. • Write stories that have a beginning, a series of things happening, and an ending. • Show evidence of using book language or language from other texts	

	in personal writing. • Write with a unique perspective. • Write in past tense (*I went home yesterday*.) • Write in future tense (*I am going to…).* • Spell words with regular consonant-sound relationships and with regular short vowel patterns correctly. • Add letters, words, phrases, or sentences to clarify writing. • Delete words, phrases, or sentences that do not make sense. • Move sentences from one part to another to make the sequence and understanding of the text clearer to the reader. • Edit for the spelling of known words. • View self as a writer.	
Ending D) Forming a Theater Troupe Students will participate in theater troupes (small groups) to share books and personal writing. Theater troupes will participate in "table reads" where the director and actor(s) run through the text and figure it out together, deciding how to best act out the part while identifying and using text evidence to back up their ideas. Whole class writing activities, mini-lessons, and teacher modeling during these integrated and interactive whole class read-aloud discussions, personal reading/listening, and guided reading and writing lessons will look at not only what a character does but how the character does these things; rereading in order to pay attention to what characters are thinking and feeling; and using smooth storytelling voices to bring out characters' thoughts and feelings. Theater troupes will coach each other, with guidance and prompting, about using the appropriate expressions, and gestures to create life into a character; to think about what is happening to a character to match their voices to the story; using punctuation to guide their voices and inflections; and looking for tag words such	**Ending D) Enduring Understandings** *Drama is constructive form of expressing ideas, interpreting the ideas of others, and producing those constructs for playwrights, actors, and audience.* *Drama is a form of imaginative play, expressing creative ideas physically by means of words, body, and/or voice.* *Effective communication is a life skill; we learn to convey meaning through intonation, physical expression, syntax, and word choice.* *Listening to and responding appropriately to others is inherent in the collaborative structure of drama.* *In the dramatic arts, participants can continually challenge themselves from their own level of comfort, building courage, self-esteem and confidence.* *The writing process is a helpful tool in constructing and demonstrating meaning of*	**Ending D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning Discussion Listening In (to student-led discussions) Turn and Talk (listening in to student-led conversations with peers) Flip Check cards (two possibilities on the card, students use to respond to teacher questioning) Anchor Charts Anecdotal Records Goal Setting (in conjunction with class learning target tracker displayed for students to self-assess) Personal Learning Target Tracker (for use with goal setting, but individual tracking) Self Assessments Collaborative Activities Participation

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as *yelled, shouted,* and *whispered* to give cues about how to read a line. Theater troupes will then perform a chosen piece to act out for their peers using themselves as the actors, puppets, and/or props. The performance will be followed by a question and answer period where students will reflect upon their experience. This integrated reading and writing project will require students to: • CC1RL1 • CC1RL2 • CC1RL3 • CC1RL4 • CC1RL5 • CC1RL6 • CC1RL7 • CC1RL9 • CC1RL10 • CC1RI1 • CC1RI2 • CC1RI3 • CC1RI4 • CC1RI5 • CC1RI6 • CC1RI7 • CC1RI8 • CC1RI9 • CC1RI10 • CC1RF1 • CC1RF1a • CC1RF2 • CC1RF2a • CC1RF2b • CC1RF2c • CC1RF2d • CC1RF3 • CC1RF3a • CC1RF3b • CC1RF3c	*content (whether personal, expressive, academic, or practical) through writing.* *The stages are sometimes recursive (e.g. in the process of revising, a writer sometimes returns to earlier stages of the process).* *Writers work through the process at different rates. Often, the process is enhanced by conferencing with others.* **Ending D) Essential Questions** How should I say this word, phrase and/or sentence? How does the character feel at this point and how should I convey that emotion? What is the overall message I/we wish to convey to the audience? How will I/we best convey that message? How will others understand this information? How will I/we capture and maintain the audience's attention? How will I/we present myself/ourselves to be taken seriously by the audience? What must I do to be a full cooperating member of the group? What creative elements can I/we include in our production? **Ending D) Learning Targets** *I can…* • Demonstrate competent, active word solving while reading at a good pace. • Break apart a longer word into syllables in order to decode manageable units. • Use known words to self-monitor and self-correct. • Process texts with some split dialogue, all assigned to speakers. • Notice, search for, remember, and	Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Interactive Word Walls Personal White Board responses Literacy Center Activities and File Folder Experiences **Ending D) Summative Assessments:** *Student progress will be measured by:* Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios

• CC1RF3d • CC1RF3e • CC1RF3f • CC1RF3g • CC1RF4 • CC1RF4a • CC1RF4b • CC1RF4c • CC1W1 • CC1W2 • CC1W3 • CC1W5 • CC1W6 • CC1W7 • CC1W8 • CC1SL1 • CC1SL1a • CC1SL1b • CC1SL1c • CC1SL2 • CC1SL3 • CC1SL4 • CC1SL5 • CC1SL6 • CC1L1 • CC1L1a • CC1L1b • CC1L1c • CC1L1d • CC1L1e • CC1L1f • CC1L1g • CC1L1h • CCIL1i • CC1LIj • CC1L2 • CC1L2a • CC1L2b	discuss information that is important to understanding. • Remember information to help in understanding the end of a story. • Summarize narratives with multiple episodes as part of the same simple plot. • Reflect language syntax and meaning through phrasing and expression (including dialogue). • Reflect punctuation through appropriate pausing and intonation while reading orally. • Slow down or repeat to think about the meaning of the texts, to solve new words, think about ideas and resume good rate of reading. • Bring background knowledge to the understanding of a text before, during, and after reading. • Make and discuss connections between texts and reader's personal experiences and between texts and other texts that have been read or heard. • Differentiate between what is known and new information. • Demonstrate learning new content from reading. • Infer and interpret characters' feelings, motives, and attributes. • Infer causes for feelings, motives, or actions. • Use and interpret information from pictures without depending on them to construct the meaning derived from reading words. • Identify a point in the story where the problem is resolved.	Rubrics Demonstration of completed literacy project State Assessments District Benchmarks AIMSWEB

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• CC1L2c • CC1L2d • CC1L2e • CC1L4 • CC1L4a • CC1L4b • CC1L4c • CC1L5 • CC1L5a • CC1L5b • CC1L5c • CCIL5d • CC1L6	• Share opinions about the text as a whole. • Make judgments about characters or events in a text. • Vary word choice to create interesting description and dialogue in personal writing. • Participate actively in experiences and remember details that contribute to writing and drawing. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Participate in complex reading with alternate parts, recognizing turn by cues from the text and personal writing. • Listen with attention and understanding when asking and answering questions. • Compare personal knowledge with what is heard. • Use polite conversational conventions (*please, thank you*). • Speak at an appropriate volume- not too loud but loud enough to be heard and understood by others. • Speak clearly enough to be understood by others in conversation. • Enter a conversation appropriately. • Engage in the turn taking of conversation. • Sustain a conversation with a variety of audiences, including peers, teacher, and family. • Follow the topic and add to the discussion. • Express opinions and explain reasoning (*because…).*	

	• Build upon the statements of others. • Participate actively in whole-class discussion or with peers, as partners, or in a small setting. • Talk with confidence.	

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Curriculum Framework for English Language Arts

School: Academia Antonia Alonso *Curricular Tool: Various* *Grade: 2*

In the Expeditionary Learning school design, literacy creates cohesion between the various integrated content areas. As such, in each expedition students will be reading and writing fiction and non-fiction, speaking and listening in groups and independently, researching a variety of topics, developing their knowledge of words in a contextualized manner, and reflecting on their work to improve performance. In the younger grades, students will also be developing foundational skills in phonemic awareness and phonics. In addition, as a bilingual immersion school, language learning will be paramount to the instructional program. Children will come to the school on a variety of levels as native English and native Spanish speakers. Many children will be English Language Learners. With this diversity, the desire was to create an ELA curriculum map that is comprehensive and lists all of the standards that *could* be addressed in a given unit of study or expedition. As the teacher learns about her students and their needs, she can use this map to customize and differentiate the products around students' current levels of literacy performance, both meeting their needs and challenging them at the appropriate levels.

In the map below, each row is labeled A, B, C, etc. Each letter represents a chunk of literacy instruction that is project-driven. Unit titles will not be "Reading Non-fiction," or "Elements of Stories." Instead, students will reach standards through project-driven work, learning about reading non-fiction through the development of the project. Rows labeled as Pre-A, Pre-B, Pre-C etc. are chunks of instruction or projects that will happen at the beginning of the school year. Rows labeled as 1A, 1B, 1C, etc. are chunks of instruction that correspond to expedition one. Mid-year A, Mid-year B, Mid-year C projects will occur between expeditions. 2A, 2B, 2C, etc. identify the spring expedition. Ending A, Ending B, Ending C will occur at the end of the school year.

Second Grade Pre-Expedition: Museum of Reading and Writing
Timeline: Beginning with the first day of school to mid-September for two weeks prior to Expedition One.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics and the Visual Arts, see the Master Curriculum Matrix.

Students will turn the classroom into a reading and writing "museum" focused on demonstrating their growth as readers and writers since they were a kindergartener to the present. Students will work independently and in collaborative groups to create "What I Know As A Reader That I Did Not Know Before" handbooks and "What I Know As A Writer That I Did Not Know Before" handbooks that will be displayed at the classroom "museum". Handbooks will be copied and distributed to students as a resource they can use when reading and writing in the classroom. Additional artifacts to be displayed in the museum could include, but should not be limited to: Photographs of the students when they were in kindergarten and now, as second graders; vital statistics (if available or using approximations) of their height and weight changes as well as any other visible physical changes (e.g., wears glasses, hair is longer/shorter/lighter/darker); a copy (from a library or personal collection) of their favorite book they enjoyed hearing or reading when in kindergarten and a favorite book they read or heard over the summer; a sample of a piece of writing they published as kindergarteners from their portfolios and a current sample of writing. As peers and members of the school community tour the "museum", students will take on many roles: They will act as docents as they lead small groups through a tour of the displays and as resident experts as they talk specifically about their entry piece displayed in the museum. With adult guidance and prompting, students will work with a local expert to aid in the design of a virtual tour of their museum. The virtual tour will include an overall tour of the whole museum as well as individual interviews with the student authors as they describe the growth they have made since they began their reading and writing careers as kindergarteners. With the appropriate consents, the virtual tour will be available on the school and classroom website.

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Pre-Expedition Enduring Understandings:
People, places, and ideas change over time.
Knowledge of the past helps a person understand the present and make decisions about the future.
Museums contain information and artifacts depicting the history and culture of a community.

The Essential Questions that propel this Pre-Expedition consist of the following:
Why should we understand how people, places, and ideas have changed over time?
How can people, places, and ideas change over time?
Why should we study the past?
How can studying the past help us understand our present?
How can we study the past?
How can the evaluation of past events help someone make decisions about the future?
What is a museum?
Why are museums important to our community?

Literacy Tools Used During Pre-Expedition:

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers

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Differentiated Instruction

Integrated Language Arts Projects: Pre-Expedition Second Grade

Pre-A) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons	**Pre-A) Enduring Understandings:**	**Pre-A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Focused mini-lessons will target teaching students how to set explicit goals to increase their stamina, volume, and understanding of texts; using their reading journal/learning log; reading with purpose; crucial new strategies to support understanding; and reading with accuracy, rate, phrasing and expression. Reading conferences with students will focus on developing their metacognition skills by asking personal reflection questions such as: "What do you notice about how many pages you tend to read at home?" "What do you notice about the number of pages (minutes) you tend to read at school? Why are these different, do you think?" "Do you notice times when reading was really good for you-what do you think made it so good? How could you get more times like that?" "Do you notice times when you do not do much reading? What do you think caused those times?" "How do you think you could make a goal for yourself about how much read based on what we have discussed?" Strategies for increasing their reading stamina will include how to use their skills to Reread: Often and for different purposes; shorter books or parts of your book; favorite parts; or parts that fit with the book's ending after they finish reading a book. Word Study lessons will include direct, explicit, and targeted practice matched to the needs of the student in many of the routines and word study activities they will need throughout the year such as; sorting, word hunts, making words with letter tiles, using their word study journals, effective use of the	*Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.* *Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.* *Effective readers notice pieces of text that relate to or remind them of other stories, their personal life experiences and background knowledge, as well as their knowledge of their community and world.* *Writers need to choose their words/language with care, depending on the content, purpose, and audience.* *Good readers ask questions before, during, and after to better understand the author and the meaning of the text.* **Pre-A) Essential Questions:** How do letter sounds and patterns help me learn to read? What connections do I make as I read? Why do I need to ask questions before, during, and after I read? How could I explain what I read to someone else? What do I do when I am confused about what I am reading or hearing? How can I use context to read a word, phrase, or sentence for understanding and meaning? **Pre-A) Learning Targets:** *I can…* • Use letter-sound relationships in sequence to solve more complex new words.	Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **Pre-A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records

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word wall, and word study games. This will require the student to: • CC2RL1 • CC2RL3 • CC2RL4 • CC2RL5 • CC2RL6 • CC2RL7 • CC2RI1 • CC2RI4 • CC2RI5 • CC2RI6 • CC2RI7 • CC2RF3 • CC2RF3a • CC2RF3b • CCRF3d • CC2RF3e • CC2RF3f • CC2RF4 • CC2RF4a • CC2RF4b • CC2RF4c • CC2W1 • CC2W3 • CC2W8 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL2 • CC2SL4 • CC2L1 • CC2L1a • CC2L1b • CC2L1c • CC2L1d • CC2L1e • CC2L1f	• Recognize seventy-five to one hundred or more high-frequency words within continuous text quickly and automatically. • Use known words and word parts, including onsets and rimes, to solve unknown words. • Make connections between words by letters, sounds, or spelling patterns. • Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary. • Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, etc.). • Demonstrate competent, active word solving while reading at a good pace-less overt problem solving. • Self-correct at point of error (or before overt error). • Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information). • Notice and use graphics such as labels and captions for pictures and simple diagrams. • Use simple readers' tools (table of contents, index, glossary) to find information in texts. • Notice, search for, remember, and discuss information that is important to understanding. • Follow and remember a series of events over a longer text in order to understand the ending. • Report episodes in a text in the order they happened. • Understand the problem of a story and its solution. • Demonstrate phrased, fluent oral reading. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate awareness of the function of the full range of punctuation. • Solve most words in the text quickly and automatically to support fluency. • Read silently at a good rate. • Slow down to search for information and resume normal pace of reading again.	Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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Pre-B) "**What I Know As a Reader That I Did Not Know Before" Handbooks** Students will work in small collaborative groups to brainstorm and organize the abundance of information, routines, strategies, and skills they have acquired since	**Pre-B) Enduring Understandings:** *Knowledge of the past helps a person understand the present and make decisions about the future.* *Language enhances and identifies people as meaning makers.* *Language captures and records human experiences,*	**Pre-B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated)

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they began their personal reading careers in kindergarten. Each group will focus on one skill area such as but not limited to: Routines, word solving, comprehension, and fluency. The "routine" group will identify, define, and/or describe the routines good readers use such as, but not limited to the following: How to come prepared to a guided reading lesson; how to participate in a literature discussion, interactive read-aloud, shared and performance reading activities; working with a reading partner; and presenting a book talk. The "word solving" group will identify, define, and/or describe strategies they have learned such as, but not limited to the following: Using known words to help in reading new words; using letters and relationships to sounds to read words; using known words and word parts to help read new words; changing the beginning/middle/ending letters to make new words; changing the onset or rime to make a new word; and breaking words into syllables to read new words. The "comprehension" group will identify, define, and/or describe strategies they have learned such as, but not limited to the following "how-to" strategies as they are related to comprehension skills: Rereading a word, phrase, or sentence; using multiple sources of information to monitor and self-correct; notice, search for, remember, and discuss information that is important to understanding; remember information to help sequence and summarize a story; use post-its; make and support predictions with evidence from the text, personal experience, or background knowledge; make connections between the text and other texts that have been read or heard; and identifying new information in a text. The "fluency" group will identify, define, and/or describe skills developed as they are related to fluency such as: Scooping words for phrased, fluent reading; rereading to smooth out the rough spots; reflecting the function of punctuation in the voice; placing appropriate stress on words to reflect meaning; adjusting reading speed per the needs of the genre, text, and reader. Each collaborative small group will be responsible for producing a "handbook" on their reading strategy	*aspirations, and imagination.* *Writing is a tool for thinking, solving problems, exploring issues, constructing questions, and addressing inquiry.* **Pre-B) Essential Questions:** Why should I think about, review, and seek to understand how my reading skills have changed over time? How can studying how my reading skills have changed help me understand myself as a reader now? How can the evaluation of what I know as a reader help me set reading goals for the future? **Pre-B) Learning Targets:** *I can…* • Notice and remember facts, concepts, or ideas from mini-lessons, whole group lessons, personal experiences, and/or texts. • Provide an oral summary of skills and strategies. • Add new vocabulary words to known words and use them in discussion and writing. • Make connections to prior knowledge. • Support thinking with specific evidence based on personal experience or knowledge. • Specify the nature of connections in discussion. • Develop new concepts and ideas from listening to and discussing with peers. • Accurately reflect information from text, mini-lessons, whole group lessons, and discussions. • Reread to remember what has been written. • Write a text that is narrative ordered by time. • Tell one part, idea, or group of ideas on each page of a book. • Present ideas clearly. • Use graphics (diagrams, illustrations, drawings, photos) to provide information. • Provide supporting information or examples that are accurate, relevant, and helpful. • Use examples to make meaning clear to readers. • Show ability to vary the text by choosing alternative words (e.g., alternatives for *said*). • Use punctuation to make the text interesting and effecting.	Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **Pre-B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics

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and/or skill with each person in the group contributing at least one page/entry. Handbooks will be copied and distributed to students as a resource they can use when reading in the classroom. This project will require each student to: • CC2RL4 • CC2RL5 • CC2RL6 • CC2RI4 • CC2RF3 • CC2RF3a • CC2RF3b • CCRF3d • CC2RF3e • CC2RF3f • CC2RF4 • CC2RF4a • CC2RF4b • CC2RF4c • CC2W1 • CC2W2 • CC2W3 • CC2W5 • CC2W6 • CC2W7 • CC2W8 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1 • CC2L1a • CC2L1b • CC2L1c • CC2L1d	• Arrange print on the page to support the text's meaning and to help the reader notice important information. • Write complete sentences. • Use a capital letter for the first word of a sentence. • Use all capital letters for a head or for emphasis. • Use periods, exclamation points, and question marks as ending marks. • Use commas to identify a series. • Correctly spell familiar high frequency words (175-200+), words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns), and commonly used endings. • Write easy compound words accurately. • Spell many one-syllable words that have vowel and r correctly. • Form upper- and lowercase letters efficiently and proportionately in manuscript print. • Understand how the purpose of the writing influences the selection of genre. • Understand how the writing meets the needs of a specific reader or audience. • Generate and expand ideas through talk with peers and teacher. • Look for ideas and topics in personal experiences, shared through talk. • Participate actively in experiences and remember details that contribute to writing and drawing. • Change writing in response to peer and/or teacher feedback. • Present ideas in logical order across the piece. • Reread each day before writing more. • Add, delete, and reorganize information to add or clarify meaning. • Identify vague parts and provide specificity. • Understand that the writer shows respect to the reader by applying what is known to correct errors. • Check and correct letter formation. • Include graphics or illustrations as appropriate to the text.	AIMSWEB

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Pre-C) "What I Know As a Writer That I Did Not Know Before" Handbooks Students will work in small collaborative groups to brainstorm and organize the abundance of information, routines, strategies, and skills they have acquired since they began their personal writing careers in kindergarten. Each group will focus on one skill area such as but not limited to: Routines, word solving, genres of writing, conventions, rehearsing and planning; revising and publishing (to include editing and proofreading). The "routine" group will identify, define, and/or describe the routines good writers use such as, but not limited to the following: How to convene in the meeting area, disperse and begin writing; what to do when they are "stuck"; working with a writing partner; and how to share their writing with others. The "word solving" group will identify, define, and/or describe the word solving skills good writers use such as, but not limited to the following: Segmenting, blending, and manipulating phonemes to spell new words; recognize and use beginning consonant sounds, letter clusters, long and short vowel sounds to write words; high-frequency words;	**Pre-C) Enduring Understandings:** *People change over time.* *Writing is a process that uses skills, strategies, and practices for communicating thoughts, solving problems, exploring questions, and sharing information.* *Written communication of inquiry represents solutions to problems, clarifications of issues, and answers to questions.* **Pre-C) Essential Questions:** Why should I think about, review, and seek to understand how my writing skills have changed over time? How can studying how my writing skills have changed help me understand myself as a reader now? How can the evaluation of what I know as a writer help me set writing goals for the future? **Pre-C) Learning Targets:** *I can…* • Represent information, concepts, strategies, and skills related to the group's topic through drawing	**Pre-C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs

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compound words, synonyms and antonyms, homographs and homophones; syllables. The "genres of writing" group will identify, define, and/or describe the different genres and their key characteristics that they have practiced writing such as, but not limited to the following: Narratives (small moments); informational; poetic; and functional. The "conventions" group will identify, define, and/or describe the convention skills good writers use such as, but not limited to the following: Text layout; grammar; capitalization; punctuation; spelling; and handwriting. The "rehearsing and planning" group will identify, define, and/or describe the strategies good writers use to gather ideas and plan for writing such as, but not limited to the following: Sketching; storytelling; post-its; how to and the importance of conferencing; why audience influences choices writer's make; and how genre influences choices writer's make. Finally, the "revising and publishing" group will identify, define, and/or describe the strategies good writers use to revise, edit, proofread, and publish their writing such as, but not limited to the following: Adding, deleting, and reorganizing information; techniques to aid revising (post-its, spider legs, cutting and adding paper); proofreading and editing tips; and how to create a published piece of writing. Each collaborative small group will be responsible for producing a "handbook" on their writing strategy and/or skill with each person in the group contributing at least one page/entry. Handbooks will be copied and distributed to students as a resource they can use when writing in the classroom. This project will require each student to: • CC2RL4 • CC2RL5 • CC2RL6 • CC2RI4 • CC2RF3 • CC2RF3a • CC2RF3b • CCRF3d	and/or writing. • Express connections, provide specific examples, share evidence from personal experience, prior knowledge, mini-lessons, whole group lessons, and texts. • Understand that an informational text is ordered by logic (categories, sequences, ideas related to each other). • Use headings, a table of contents, and other features to help the reader find information and understand how strategies and skills are related. • Communicate main points clearly to readers. • Use transitional words for time flow (*after, then*). • Understand that layout of print and illustrations are important in conveying the meaning of a text. • Write complete sentences. • Use capital letters for the first word of a sentence, names of people and places, and for emphasis. • Use periods, exclamation points, and question marks as ending marks. • Plan and organize information for the intended reader(s). • Form questions to answer about a topic. • Understand that other writers can be helpful in the process. • Add, expand, delete, or reorganize information to clarify and add details or examples. • Change words to make the writing more interesting. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Edit for conventional spelling of important words (for publication). • Write with independence, initiative, and investment. • Employ self-monitoring strategies for continually accumulating the ability to read and write accurately a large core of high-frequency words. • Use known words to monitor reading and spelling. • Break words into syllables to read or write them. • Add, delete, and change letters (in/win, bat/bats),	Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **Pre-C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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Pre-D) The Museum of Reading and Writing Students will turn the classroom into a reading and writing "museum" focused on demonstrating their growth as readers and writers since they were a kindergartener to the present. Students' "What I Know As A Reader That I Did Not Know Before" and "What I Know As A Writer That I Did Not Know Before" handbooks will be displayed with students available to answer questions posed by the museum visitors. Additional artifacts to be displayed in the museum could include, but should not be limited to: Photographs of the students when they were in kindergarten and now, as second graders; vital statistics (if available or using approximations) of their height and weight changes as well as any other visible physical changes (e.g., wears glasses, hair is longer/shorter/lighter/darker); a copy (from a library or personal collection) of their favorite book they enjoyed hearing or reading when in kindergarten and a favorite book they read or heard over the summer; a sample of a piece of writing they published as kindergarteners from their portfolios and a current sample of writing. As peers and members of the school community tour the "museum", students will take on many roles: They will act as docents as they lead small groups through a tour of the displays; as resident experts as they talk specifically about their entry piece displayed in the museum. This project will require each student to: • CC2RF3 • CC2RF4 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2	**Pre-D) Enduring Understandings:** *Museums contain information and artifacts depicting the history and culture of a community.* *Receptive and expressive oral language skills enhance communication.* *Careful listening and speaking will help with communicating and sharing ideas with others.* *Speaking and listening are skills that can be learned and practiced for lifelong improvement.* *Communication is an active, not a passive, process in which we exchange meaning with others.* **Pre-D) Essential Questions:** What is a museum? How can discussions increase my knowledge and understanding of an idea or ideas? How do rules of language affect communication? **Pre-D) Learning Targets:** *I can…* • Listen to remember, and follow directions (multiple steps). • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different contexts. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others.	**Pre-D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **Pre-D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records

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• CC2SL3 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1 • CC2L2 • CC2L3 • CC2L3a • CC2L6	• Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Use intonation and word stress to emphasize important ideas. • Have a topic in mind before starting to speak. • Maintain a clear focus on the important or main ideas when speaking. • Use language appropriate to oral presentation words (rather than literary language or slang). • Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details.	Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
Pre E) Virtual Tour and Interview With adult guidance and prompting, students will work with an expert to aid in the design of a virtual tour of their museum. The virtual tour will include an overall tour of the whole museum as well as individual interviews with the student authors as they describe the growth they have made since they began their reading and writing careers as kindergarteners. With the appropriate consents, the virtual tour will be available on the school and classroom website. This project will require each student to: • CC2RF3 • CC2RF4 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2 • CC2SL3 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1	**Pre E) Enduring Understandings** *Oral discussions help to build connections to others and create opportunities for learning.* *Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.* *Creative producers invent as well as critically assess their own products and performances and those of others.* *Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal learning.* *Technology provides a venue to share our learning with a wide variety of people around the world.* **Pre E) Essential Questions** What is a virtual tour? How will a virtual tour share our museum with others? Why is communicating sometimes so difficult? How do I communicate so others will listen and understand my interview? How can we use a variety of models to express our learning and knowledge? **Pre E) Learning Targets** *I can…* • Use mouse or keyboard effectively to move around	**Pre-E) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis

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• CC2L2 • CC2L3 • CC2L3a • CC2L6	the computer screen and search for information. • Use effective keyboarding movements for efficient use of the computer. • Use visual displays as appropriate, including technology. • Locate information (*text, pictures, and animation) within approved and accessible sites*). • Listen to remember, and follow directions (multiple steps). • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different contexts. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Use intonation and word stress to emphasize important ideas. • Have a topic in mind before starting to speak. • Maintain a clear focus on the important or main ideas when speaking. • Use language appropriate to oral presentation words (rather than literary language or slang). • Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details.	Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **Pre-E) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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Second Grade Expedition One: Cycles of Life

Timeline: Approximately mid-September to Mid December (12 weeks)

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will begin to see themselves in connection to others through their relationship to the larger, intergenerational community and natural world. Exploration of different life cycles (human and inset) will provide students with a wide range of understanding and knowledge by focusing on two life cycles that are similar in structure yet vastly different. Students will visit a local nursing home in the community in order to visit, share information and stories, and learn from the members in the nursing home community. Through frequent visits, students will engage in conversation, read with, listen to the residents as they share stories from their life, share the student's own personal stories and written work as well as conduct an interview with a member of the nursing home community, who will become the student's mentor. The text, *Wilfrid Gordon McDonald Partridge* by Mem Fox (ISBN-10: 091629126X), will serve as a springboard for an integrated study of generations and life cycles. The text tells the story of a small boy, Wilfrid Gordon McDonald Partridge, who knows and likes all of the people living in the retirement home next door, but his favorite is Miss Nancy Alison Delacourt Cooper because she has four names, too. Hearing that she has lost her memory, he asks the others what a memory ago last summer, a feathered puppet with a goofy expression, a warm egg fresh from the hen) to give her. In handling Wilfrid's memories, Nancy finds and shares her own. is ("Something from long ago"; "Something that makes you laugh;" "Something warm;" etc.), ponders the answers, then gathers up memories of his own seashells collected long ago last summer, a feathered puppet with a goofy expression, a warm egg fresh from the hen) to give her. In handling Wilfrid's memories, Nancy finds and shares her own. During the second part of this expedition, students will form insect "clubs" as they research and study the life cycle of an insect. Clubs will choose a name, create and maintain a club folder for post-its, ideas, and collaborative work in order to produce a presentation using technology such as animoto, a video slide show with music, or other virtual tool of choice in order to demonstrate all they have learned from reading about their insect with the larger goal being for students to show their process of discovering information.

Expedition One Enduring Understandings:

Humans, animals, plants, and insects have life cycles.
Individuals of different generations share similarities as well as differences.
Events and actions of the past affect the present and the future.
Culture and generation affects one's individual identity and belief system.

The Essential Questions that propel Expedition One consist of the following:

What is the life cycle of different insects?
What is the life cycle of humans?
How are the life cycles of humans and a variety of insects similar and different?
What has happened in the past and how am I connected to those in the past?
What can I learn from someone of a different generation?
What can I teach to someone of a different generation?

Literacy Tools Used During Expedition One:

Best Practices in Writing Instruction will be based on the principles and tenets of:

Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the

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Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Second Grade Expedition One

1A) Cycles of Life: Generations: A Partnership With Local Nursing Home Mentors, An Interview And Collaborative Writing Experience	**1A) Enduring Understandings:**	**1A) Formative Assessments:**
Students will visit a local nursing home in the community in order to build relationships and connections as well as learn from the members in residence. Through frequent visits, students will engage in conversations, read with, listen to stories of their own lives as told by the residents, interview a mentor who is a resident of the nursing home community, and write about a moment in their mentor's life. The text, *Wilfrid Gordon McDonald Partridge* by Mem Fox (ISBN-10: 091629126X), will serve as a mentor text and springboard as students prepare to visit the nursing home community and meet their mentors. The text tells the story of a small boy, Wilfrid Gordon McDonald Partridge, who knows and likes all of the people living in the retirement home next door, but his favorite is Miss	*Effective collaboration requires that we use what we know in order to compromise, cooperate, and show mutual respect.* *I can use my own experiences to make a connection to another person.* *Communication is an active, not passive process in which I can exchange meaning with others.* *Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.* *The audience with whom we are communicating shapes how we will communicate.* *Effective collaboration requires that we use what we know in order to compromise, cooperate, and show mutual respect.* *Education is a life-long process.*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*)

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Nancy Alison Delacourt Cooper because she has four names, too. Hearing that she has lost her memory, he asks the others what a memory is ("Something from long ago"; "Something that makes you laugh;" "Something warm;" etc.), ponders the answers, then gathers up memories of his own (seashells collected long ago last summer, a feathered puppet with a goofy expression, a warm egg fresh from the hen) to give her. In handling Wilfrid's memories, Nancy finds and shares her own. Through repeated reading activities, interactive read-aloud and discussion, and shared and performance reading, students will notice the poignant moments in Mem Fox's text and discuss ways to include not only the ideas for gathering memories from another person but also the craft techniques in their own writing about and with their nursing home mentors. Techniques found in Mem Fox's story include: Word choices and how they make the student feel, how punctuation can build suspense (ellipses, dash marks, or commas) or add emphasis, by varying sentence length, using sensory images, comparison, repetition, sound words, and small actions. Students and their nursing home mentors will engage in "memory walks" (if physically possible) or "virtual memory walks" (if not). These "walks" will ask the mentors to reflect on questions such as "What does this place (object, person, idea) mean to me?" As the nursing home mentors share their lives with the students, students will collect "artifacts" (copies of originals if possible) from their mentors lives such as photographs, answers to interview questions, stories, objects, memories, and letters that are essential to the person they are interviewing. Students will learn how to study artifacts closely, observe them, ask questions, and use the artifacts to remind their mentor of experiences or "small moments" in the mentors life (similar to the actions described in the mentor text). This collaborative, intergenerational project will require each student to: • CC2RL1 • CC2RL3 • CC2RL4 • CC2RL5 • CC2RL6 • CC2RL7	*As members of a community, we have the capacity and responsibility to affect our own lives and those of others in our world.* *Members of a community must be sensitive to how they treat others and how others affect them.* *Authors make intentional choices that are designed to produce a desired effect on the reader.* *Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to crucially examine texts.* **1A) Essential questions:** How can I become an effective communicator? How do I know when I am communicating clearly? What do I do when it is difficult to communicate? How can I be successful collaborating with my peers and mentor? How can I analyze a story? What can I learn by studying a "mentor or springboard" text? What is the relationship between speaker and listener (e.g., interviewer and interviewee)? How can I demonstrate understanding and respect for others? **1A) Learning Targets:** *I can…* • Recognize new meanings for known words by using context. • Recognize and actively work to solve new vocabulary words. • Add new vocabulary words to known words and use them in discussion and in writing. • Make connections to prior knowledge. • Infer characters' intentions, feelings, and motivations from description, what they do or say, and what others think of them. • Interpret illustrations and discuss how they make the readers feel.	Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **1A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy project Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC2L4d • CC2L4e • CC2L5 • CC2L5a • CC2L5b • CC2L6	main ideas when speaking. • Use language appropriate to oral presentation words (rather than literary language or slang). • Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details. • Ask questions for clarification to gain information.	
1B) Whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons and word study/word solving strategies and skills Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. During this expedition, texts will focus on stories from fiction and non-fiction texts about generational relationships, generations, and cycles of human life. Students will keep a reading log/journal to record their new knowledge, understandings, strategy tips, and questions. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student in order to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. This will require each student to: • CC2RL1 • CC2RL2 • CC2RL3 • CC2RL4 • CC2RL5 • CC2RL6 • CC2RL7 • CC2RL9 • CC2RI1 • CC2RI2 • CC2RI3	**1B) Enduring Understandings:** *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Interpretations of text involve linking information across parts of a text and determining importance of the information presented.* *Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.* *There are many reasons to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.* **1B) Essential Questions:** How do letter patterns and sounds help me learn to read and spell words? What strategies do I use when I do not understand what I am reading? How do I know when or if I do not understand what I am reading? Why do I need to evaluate what I read? How do I prepare for reading and writing? What new meaning did I make from combining evidence in the text and my background knowledge? **1B) Learning Targets:** *I can…*	**1B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **1B) Summative Assessments:**

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	• Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details.	
1C) Cycles of Life: Insects: Looking at the Natural World Through The Eyes of An Insect Collaborative Reading/Writing/Technological Experience Students will form insect "clubs" as they research and study the life cycle of an insect. Clubs will choose a name, create and maintain a club folder for post-its, ideas, and collaborative work in order to produce a presentation using technology such as animoto, a video slide show with music, or other virtual tool of choice in order to demonstrate all they have learned from reading about their insect with the larger goal being for students to show their process of discovering information. Each club will gather information from approved internet sites as well as gathering a non-fiction text set on a particular insect. Students will collaboratively study many nonfiction texts written about their insect in order to compare and contrast the information and illustrations within them. Skills and strategies used in reading and understanding nonfiction will focus on but is not limited to the following: Studying the layout of pages as a warm up for the reading ahead; categorizing text into sections and comparing information across texts using phrases such as "This picture shows _____ and that goes with _____", "On this page [in this book]_____, but on this page [in a second book] _____", "The difference between _____ and _____ is", and "What is the same about these two _____ is _____"; how to "read" the illustrations in nonfiction, and ask "What is this picture teaching me about the topic?"; jotting down questions they have on post-its that reflect deeper thinking by finishing sentence stems such as "This makes me think…", "This is just like…", "This makes me wonder…", and "This surprises me because…"; text features such as table of contents, the index, a glossary, headings and subheadings, text sidebars and italicized or boxed subnotes; and labeled diagrams, tables, and charts. In addition, video clips from the Discovery Channel and/or approved internet sites will be used to compare how they are a visual representation of a nonfiction text. Since reading nonfiction requires the ability to	**1C) Enduring Understandings:** *Good researchers start with a clear purpose, topic, and audience when doing research.* *Good research comes from a variety of sources.* *Good research is shared in effective ways with intended audiences and for specific purposes.* *Good researchers check information for accuracy and validity.* *Good researchers employ strategies to help them research information.* *Questioning is at the heart of all learning.* *Written communication of inquiry represents solutions to problems, clarifications of issues, and answers to questions.* *To be effective, writing must be a sufficiently developed, coherent unit of thought.* **1C) Essential Questions:** Why conduct research? Why use technology for research? In what ways do researchers gather information? How does a researcher know information is accurate? What is the relationship between speaker and listener (e.g., interviewer and interviewee)? How is information organized? Why is information organized in different ways? What questioning techniques are most effective to gain information? What skills are necessary to give and seek information in conversations, group discussions, and in oral presentations? How can writing communicate ideas and deepen understanding?	**1C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **1C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy projects

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decode tricky words, additional word study lessons will focus on but not be limited to the following: Checking out pictures for the unknown word and using the picture to help create meaning, using synonyms, lables, arrows, close-up pictures, captions, and glossaries in order to figure out unknown vocabulary. This project will require each student to: • CC2RI1 • CC2RI2 • CC2RI3 • CC2RI4 • CC2RI5 • CC2RI6 • CC2RI7 • CC2RI8 • CC2RI9 • CC2RF3 • CC2RF3a • CC2RF3b • CC2RF3c • CCRF3d • CC2RF3e • CC2RF3f • CC2RF4 • CC2RF4a • CC2RF4b • CC2RF4c • CC2W1 • CC2W2 • CC2W3 • CC2W5 • CC2W6 • CC2W7 • CC2W8 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c	**1C) Learning Targets** *I can…* • Use new vocabulary words appropriately to reflect meaning. • Report information from a text or summarize it in a few sentences. • Write summaries that reflect literal understanding of a text. • List significant events in a story or ideas in an informational text. • Write and/or draw about facts. • Make notes of new information and understandings. • Write about and illustrate new information. • Express opinions about new learning or interesting facts. • Use drawings to relate important ideas in a text to each other or to other texts. • Write opinions about a text and back them up with specific information or reasons. • Notice the way a text is organized and sometimes apply organization to writing. • Show awareness of temporal sequence, compare and contrast, and cause and effect. • Identify and record whether a text is fiction or nonfiction. • Listen to remember, and follow directions (multiple steps). • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different contexts. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening	Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	to explain them. • Create drawings that employ careful attention to color or detail.	
1D) Celebration of Learning Event Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition One. Honored guests will include the student's mentors from the local nursing home. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but the drafts and process of learning experienced. This would include an oral introduction to their mentor with a public reading of their collaborative writing followed by question and answer periods as well as a viewing of their insect presentation published using a virtual tool/technology. This will require each student to: • CC2RF3 • CC2RF4 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2 • CC2SL3 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1 • CC2L1a • CC2L1b • CC2L1c • CC2L1d • CC2L1e • CC2L1f • CC2L3 • CC2L3a	**1D) Enduring Understandings:** *Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.* *The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.* *Effective communication demands clear, concise, coherent, and accurate writing and speaking skills.* **1D) Essential Questions:** How can I become an effective communicator? How do I know when I am communicating clearly? How do I know when I am not communicating clearly? How will I capture and maintain the audience's attention? How should I say this word, phrase, and/or sentence? **1D) Learning Targets:** *I can …* • Listen to remember, and follow directions (multiple steps). • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different contexts. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening	**1D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **1D) Summative Assessments:** *Student progress will be measured by:* Participation in celebration of learning

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• CC2L6	and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Use intonation and word stress to emphasize important ideas. • Have a topic in mind before starting to speak. • Maintain a clear focus on the important or main ideas when speaking. • Use language appropriate to oral presentation words (rather than literary language or slang). • Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details. • Vary the voice to emphasize important aspects of events or people. • Tell stories and present facts in an interesting way.	event and completion of integrated literacy projects Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

Second Grade Mid-Year Off- Expedition: Fairy Tale Character Transformations

Timeline: Approximately January through mid-February for six weeks located between the end of Expedition One and the beginning of Expedition Two.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Many contemporary stories have their roots in Fairy Tales, Folktales, and Fables. As students read multiple adaptations of text from all over the world they will begin the foundational work that will open up their thinking across archetypes, big messages, and authorial intent. Fairy tales, folktales, and fables are used as teaching texts because they tend to feature characters with clearly defined, often exaggerated traits. They provide a basis for studying plot structure and character types in addition to searching for morals and lessons in any story. Students will be introduced to a few archetypes, and then identify others on their own. As students think about what it means to be one kind of character or another (villain, hero, sidekick, wise adviser, or the trickster) they will explore the role the character plays to help predict what is going to happen. Through thinking more categorically about characters and different types of personality types in the world students deepen their understanding of the different types and roles of characters in stories. As students rehearse and plan their writing, they will pay careful attention to the language and structure found in these types of texts such as; writing with complex sentences by beginning a sentence that tells when or where or under what conditions or with what sorts of feelings, someone did something; things in fairy tales often come in threes (sons, daughters, wishes, pigs, incantations); they follow a pattern that typically begins with "Once upon a time, long, long ago, in some setting, in some situation, there lived someone with an unusual trait"; the main character will have cares, worries, wants- and that these will

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probably lead to troubles; and there usually is a sentence that marks the beginning of a turning point: "But then, one day…." Working with partners, students will delve into structure and themes as they create a digital fairy tale to share with their peers and the school community and a fairy tale debate will require students to interpret the moral lesson the character learns or the lesson the author is trying to teach. A visiting artist, a local actor, will work with the students to hone their improvisational skills for A "Day at the Improv": A venue that will showcase students growing vocabulary as they present short, improvisational dramas. These improvisational mini-dramas will focus on the use of precise words that more accurately describe the character; "Show us if the villain is 'mad' or 'frustrated', and what is the difference?" or "Pretend you are Little Bill (Franklin, or Junie B. Jones) and you are waiting for the bus and you are being *obnoxious*. What are you thinking? Doing? Now turn and act with your partner(s). Try again, but this time you are *confused*, Try again, as *melancholy*".

Mid-Year Off-Expedition Enduring Understandings:
Each genre of literature, including fairy tales, has an identifiable set of unique characteristics or elements. A piece of literature must contain some of these characteristics or elements to be written in that genre.
Great stories/books address universal themes of human existence and conflict.
Great stories/books raise questions and sometimes provide answers.
Fiction can entertain while revealing truths.

The Essential Questions that propel the Mid-Year Off-Expedition consist of the following:
How do you know a story is a fairy tale?
How does a fairy tale differ from other types of stories?
Does a story have to contain certain elements or characteristics in order to be considered a fairy tale? If so, what are they?
What makes a book or story "great"?
Can fiction reveal truth?
What is the relationship between fiction and truth?
Must a story have a moral? Heroes and villains?

*Texts that might be helpful to this instruction include the following***:**

Princess Smartypants and *Prince Cinders* by Babette Cole
Little Red Riding Hood by Lisa Campbell Erns
Pretty Salma: A Little Red Riding Hood Story from Africa by Niki Daly
Cinder Edna by Ellen Jackson
Cinder-Elly by G. Brian Karas
The True Story of the 3 Little Pigs and *The Stinky Cheeseman* by Jon Scieszka
The Princess Knight by Cornelia Funke)
The Duchess of Whimsy: An Absolutely Delicious Fairy Tale by Randall de Sève and Peter de Sève
Clever Jack Takes the Cake by Candace Fleming
Mabela the Clever by Margaret Read MacDonald
Mirror Mirror by Marilyn Singer
Spells by Emily Gravett

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Literacy Tools Used During Mid-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Mid-Year Off-Expedition First Grade

Mid-Year A) Whole class interactive, read-aloud discussions, personal reading/listening, book clubs, and guided reading lessons	**Mid-Year A) Enduring Understandings:**	**Mid-Year A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using texts matched to the needs of the student. Fables, Folktales, and Fairy Tales will be the focus as students hone their skills of comprehension by critiquing and analyzing multiple	*The goal of reading is to make meaning from text. Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).* *Different types of texts place different demands on the reader. Understanding text features, text structures, and characteristics associated with different text genres facilitates the reader's ability to make meaning*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records

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perspectives and comparing and contrasting characters, storylines, morals, and lessons. Mini-lessons will include reading closely, asking key investigative questions in order to infer characters' roles and their impact on the story's bigger meaning, envisioning as they read, and imagining the worlds of the stories. Additional lessons will focus on skills such as; how to notice when a characters feelings might be changing and make sure that the voice in our head changes along with the characters feelings; finding the clues that will help us learn more about the character; and ways to track a character and think about his or her wants and troubles. Work will focus on analyzing how a character is feeling: marking places where the character has a strong feeling; reading the passage to their partner or during book club in such a way that it conveys the character's feelings and is in tune with the emotional energy. Students will keep a reading log/journal to record their new knowledge, understandings, strategy tips, and questions to share during their book club meetings. Clubs meet for 5-10 minutes daily as practice in preparing and being accountable as students increase their ability to talk and think about their books. This will require each student to:

- CC2RL1
- CC2RL2
- CC2RL3
- CC2RL4
- CC2RL5
- CC2RL6
- CC2RL7
- CC2RL9
- CC2RI1
- CC2RI2
- CC2RI3
- CC2RI4
- CC2RI5
- CC2RI6
- CC2RI7
- CC2RI8
- CC2RI9

of the text.
Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.

Mid-Year A) Essential Questions:
How do I use context and analyze words to make meaning from text?
What is the author trying to say?
What do I think I will learn from this text?
How do I "read between the lines"?
How should I read different types of texts?

Mid-Year A) Learning Targets:
I can…

- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes).
- Demonstrate competent, active word solving while reading at a good pace-less overt problem solving.
- Self-correct when errors detract form the meaning of the text.
- Self-correct information when it does not reflect the meaning.
- Realize when more information is needed to understand a text.
- Search for information in illustrations to support text interpretation.
- Follow and remember a series of events over a longer text in order to understand the ending.
- Summarize a longer narrative text with multiple episodes.
- Understand the problem of a story and its solution.
- Read dialogue with phrasing and expression that reflects understanding of characters and events.
- Demonstrate appropriate stress on words,

Goal Setting
Self Assessments
Rapid-fire brainstorms
Talking point checklists
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

Mid-Year A) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy projects
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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- CC2L4b
- CC2L4c
- CC2L4d
- CC2L4e
- CC2L5
- CC2L5a
- CC2L5b
- CC2L6

behaved differently.
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why.
- Listen to remember, and follow directions (multiple steps).
- Use conventions of respectful speaking.
- Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others.
- Speak at an appropriate volume in different contexts.
- Speak clearly enough to be understood by others in conversation.
- Engage in the turn taking of conversation.
- Use appropriate ways to get a turn.
- Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*).
- Listen to and build on the talk of others.
- Relate or compare one's own knowledge and experience with information from other speakers.
- Show enthusiasm while speaking about a topic.
- Show confidence when presenting.
- Use intonation and word stress to emphasize important ideas.
- Have a topic in mind before starting to speak.
- Maintain a clear focus on the important or main ideas when speaking.
- Use language appropriate to oral presentation words (rather than literary language or slang).
- Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details.
- Vary the voice to emphasize important aspects of events or people.
- Tell stories and present facts in an interesting way.

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Mid-Year B) "A Day At The Improv": Improvisational Sketches and Visiting Artist

Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student in order to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. A *"Day at the Improv"* will showcase students growing vocabulary as they present short, improvisational dramas. For example, "Pretend you are Little Bill (Franklin, or Junie B. Jones) and you are waiting for the bus and you are being *obnoxious*. What are you thinking? Doing? Now turn and act with your partner(s). Try again, but this time you are *confused*, Try again, as *melancholy*". Students will develop their improvisational skills by working with a visiting artist, an actor from the community who will give instruction and advice on improvisational skills. By studying characters in Fables, Folktales, and Fairy Tales, students will learn that they need to pay attention to not only *what* and *why* a character does things but also to *how* the character does these things; finding and using clues in the text that describe the character's gestures? How they walk? Sit? Close the door? Are they Tired? Bored?; the importance of paying attention to the way characters talk; the words they choose, tone of voice, and emotional cues the author implies with dialogue. A key component will be guiding and prompting students to provide evidence for their theories: "I think in this part she is really ____ because _____ and _____, so I think this part would sound like this." This will require each student to:

- CC2RL1
- CC2RL2
- CC2RL3
- CC2RL4
- CC2RL5
- CC2RL6
- CC2RL7
- CC2RL9
- CC2RF3
- CC2RF3a

Mid-Year B) Enduring Understandings:
Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships.
The larger the reader's vocabulary, the easier it is to make sense of text.
Many words have multiple meanings.
Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meanings of words and phrases as they are used in text.

Mid-Year B) Essential Questions:
How does the knowledge of word parts increase vocabulary and deepen comprehension of text?
What impact does context have on word meaning?

Mid-Year B) Learning Targets:
I can…

- Listen to remember, and follow directions (multiple steps).
- Use conventions of respectful speaking.
- Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others.
- Speak at an appropriate volume in different contexts.
- Speak clearly enough to be understood by others in conversation.
- Engage in the turn taking of conversation.
- Use appropriate ways to get a turn.
- Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*).
- Listen to and build on the talk of others.
- Relate or compare one's own knowledge and

Mid-Year B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Discussion (between peers and with adults)
Brainstorming/Concept Mapping
Anchor Charts
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Talking point checklists
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

Mid-Year B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy projects
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)

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• CC2L4e • CC2L5 • CC2L5a • CC2L5b • CC2L6	what others think about them. • Use evidence form the text to support predictions. • Recognize meaning with the voice through pause, stress, and phrasing. • Recognize and use a range of punctuation, reflecting it in the voice while reading (period, question mark, exclamation mark, comma, quotation marks). • Self-correct intonation, phrasing, and pausing while reading aloud (or during improvisational work). • Show interpretation of character's intentions or feelings in the voice. • Show understanding of word meanings using voice, phrasing, and body language.	
Mid-Year C) Fairy Tale Storyboard and Digital Fairy Tale Students will work in pairs to collaboratively create a digital fairy tale. This will require the student to understand the elements/characteristics of a fairy tale; decide on the characters, setting, problem, and solution they will use; create a story board mapping out the major events; cycle through the writing process; use Kid Pix Deluxe (or similar product) to create illustrations: and use technology such as iMovie, Photo Story 3, or Movie Maker to create a digital fairy tale. Digital fairy tales will require students to create and insert pictures, narrate, and provide a sound track for their story. Writing lessons will focus on the language found in fairy tales such as, "Once upon a	**Mid-Year C) Enduring Understandings:** *Different forms of writing are appropriate for different purposes and audiences and have different features.* *Sentences must be complete and clear.* *Variety in sentence structure helps to engage the reader and make meaning more clear.* *To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.* *Writers need to choose their words/language with care, depending on the content, purpose and audience.* *Writers need to use correct spelling, punctuation, and capitalization.*	**Mid-Year C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms

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time…" and "But then, one day…" or "Not long after that"; writing with complex sentences by beginning a sentence the tells when or where or under what conditions or with what sorts of feelings, someone did something. Students will be taught how to revise before they actually write, revise as they plan, and where to start the story (close to the main action); questions good writer's ask, "Where in the sequence of events will my story start?" and "What exactly will the main character be doing or saying when the story starts?"; as well as how to become the main character by mentally acting out what that character does, thinks, and says, while scribing this mental movie onto the page. Once students have envisioned other ways in which the story could go, the focus will shift to how to use planning booklets and story boards, with the goal being for students to work towards storytelling and not summarizing by dramatizing and then writing. Students will explore the characters in their fairy tale as they prepare to create their digital fairy tale through activities and mini-lessons that could include: List characters and corresponding descriptive words/phrases; write a short letter to their character; create a timeline of events; use a Venn diagram to compare/contrast characters; design the set of the fairy tale by designing a new home for their character; act out the character; pretend the character is being interviewed by a reporter; create a theme song for the fairy tale; or create a map of the setting of the fairy tale. This project will require each student to:

- CC2RL1
- CC2RL2
- CC2RL3
- CC2RL4
- CC2RL5
- CC2RL6
- CC2RL7
- CC2RL9
- CC2RF3
- CC2RF3a
- CC2RF3b
- CC2RF3c

Effective collaboration requires that we use what we know in order to compromise, cooperate, and show mutual respect.

Mid-Year C) Essential Questions:
In what order should this material be arranged?
What is the overall message I wish to convey to the audience?
How does the character feel (at this point) and how should I convey that emotion?
What creative elements can we include in our production?
How can collaboration contribute to our success?
Why is it important to use correct spelling?
How can usage of spelling rules and patterns improve my writing?

Mid-Year C) Learning Targets:
I can…

- Listen attentively to presentations by the teacher and fellow students and be able to identify the main idea.
- Understand and interpret information presented in visual media.
- Describe cause-and-effect relationships.
- Predict and recall stories or events.
- Listen to remember, and follow directions (multiple steps).
- Use conventions of respectful speaking.
- Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others.
- Speak at an appropriate volume in different contexts.
- Speak clearly enough to be understood by others in conversation.
- Engage in the turn taking of conversation.
- Use appropriate ways to get a turn.

Talking point checklists
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

Mid-Year C) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy projects
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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- CC2L2
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- CC2L4

- Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*).
- Listen to and build on the talk of others.
- Relate or compare one's own knowledge and experience with information from other speakers.
- Show enthusiasm while speaking about a topic.
- Show confidence when presenting.
- Use intonation and word stress to emphasize important ideas.
- Have a topic in mind before starting to speak.
- Maintain a clear focus on the important or main ideas when speaking.
- Use language appropriate to oral presentation words (rather than literary language or slang).
- Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details.
- Vary the voice to emphasize important aspects of events or people.
- Tell stories and present facts in an interesting way.
- Have a plan or notes to support presentation.
- Use language from stories when retelling.
- Use describing words.
- Engage in role- play of characters or events encountered in stories.
- Read aloud and discuss own writing with others.
- Use mouse or keyboard effectively to move around the computer screen and search for information.
- Open and close approved websites.
- Use word-processing programs to produce drafts and some pieces for publication.

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- CC2L5b
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Mid-Year D) Debate

Since Fairy tales, folktales, and fables tend to feature characters who have such clearly defined, often exaggerated traits, they allow the students to explore why a particular character looks at things one way then "defend" that character's viewpoint.
The whole class will be involved in the preparation of and participation in the debate which will focus on interpreting the moral lesson the character learns or the lesson the author is trying to teach by asking, "What is the author trying to teach me?" or "What lesson did the character learn?" or "How and why did the character change?" After learning to identify why characters act the way they do, students can think about what they can learn from their motives and judge "Is the lesson is "fair?", "What is 'fair'?", and "What does the author want the reader to learn?" Students will choose one well-known fairy tale, fable, or folktale to use as the basis for their debate. For example, if the class decided upon The Tortoise and The Hare, half the class would explore the character and debate from the viewpoint of the tortoise, with the other half taking the viewpoint of the hare. This project will require each student to:

- CC2RL1
- CC2RL2
- CC2RL3
- CC2RL4
- CC2RL5

Mid-Year D) Enduring Understandings:
Effective communication demands clear, concise, coherent, and accurate speaking skills.
Listening and speaking are essential forms of communication.
Listening is a deliberate process that is focused and active.
Skilled speakers identify information important enough to share and make that information understandable and thought provoking.

Mid-Year D) Essential Questions:
What does active listening look like?
Why is it important to organize what I am going to say?
What am I trying to achieve through my speaking?
Why am I speaking?
Who is my audience?
How do effective speakers express their thoughts and feelings?
How do effective speakers hook and hold their audience?
What makes a speaker easy to follow?
How do I communicate by ideas, thoughts, and opinions so that others will listen?

Mid-Year D) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Discussion (between peers and with adults)
Brainstorming/Concept Mapping
Anchor Charts
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Talking point checklists
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- CC2RF3f
- CC2RF4
- CC2RF4a
- CC2RF4b
- CC2RF4c
- CC2W1
- CC2W5
- CC2W8
- CC2SL1
- CC2SL1a
- CC2SL1b
- CC2SL1c
- CC2SL2
- CC2SL3
- CC2SL4
- CC2SL6
- CC2L1
- CC2L1a
- CC2L1b
- CC2L1c
- CC2L1d
- CC2L1e
- CC2L1f
- CC2L2
- CC2L2a
- CC2L2b
- CC2L2c
- CC2L2d
- CC2L2e

Mid-Year D) Learning Targets:
I can…

- Provide reasons and argue for or against a point, using evidence.
- Offer solutions and explanations for problems.
- Explain and describe people, events, places, and objects.
- Describe similarities and differences among people, places, events, and objects.
- Report interesting and pertinent information.
- Use language from the story when presenting an argument or persuasion.
- Listen to remember, and follow directions (multiple steps).
- Use conventions of respectful speaking.
- Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others.
- Speak at an appropriate volume in different contexts.
- Speak clearly enough to be understood by others in conversation.
- Engage in the turn taking of conversation.
- Use appropriate ways to get a turn.
- Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*).
- Listen to and build on the talk of others.
- Relate or compare one's own knowledge and experience with information from other speakers.
- Show enthusiasm while speaking about a topic.
- Show confidence when presenting.
- Use intonation and word stress to emphasize important ideas.
- Have a topic in mind before starting to speak.

Mid-Year D) Summative Assessments:
Student progress will be measured by:

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Second Grade Expedition Two: Native Americans

Timeline: Approximately mid-February through mid-May

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

During this expedition, students will explore the Native Americans native to Delaware, the Lenape Tribe, and other groups of Eastern Woodland Native Americans to develop a deep understanding of how early Americans established a society, relied on the land for food, interacted with settlers and recorded and passed on their history. In order to offer a more complex and realistic view of Native Americans, the class thinks deeply about the lives of contemporary Native Americans and investigate the notions, beliefs, and ways of life that have changed as well as the cultural traditions that have remained. Students will make visits to the Lenape Tribe of Delaware throughout the expedition. Students will also visit the Iron Hill Museum in Newark, DE to extend their learning about the history and geography of the Lenape tribe.

The entire second grade will take a trip to the Lenape Tribe Reserve and Museum in Delaware. This museum will allow students to step back in time and walk the grounds (as they would appear) of a typical Lenape village. They will be able to see the tasks that children their age would have carried out, observe the hunt, examine real artifacts, and see the dress and people in a carefully reconstructed setting. Students will be able to observe the visible changes that beset the people after settlers arrived in America – changes in tools, village layouts, and travel. This fieldwork is essential to the *Native American Living* magazine product because it provides powerful and memorable imagery students can use to create and critique their own representations of Native American life. This fieldwork will spark engagement and questions in many students, while also affirming how much learning has already taken place in the classroom.

Expedition Two Enduring Understandings:

As members of a community, we have the capacity and responsibility to affect our own lives and those of others in our world.
Stereotypes are often based on some element of truth but are harmful and hurtful.
Members of a community must be sensitive to how they treat others and how others affect them.
Within a community, we are challenged, at times, to confront and understand alternative perspectives and values, particularly if they conflict with our own.
Communities reflect alternative traditions and values that contribute to their diversity and create ethical challenges for their citizens.

The Essential Questions that propel Expedition Two consist of the following:

What is a community?
How can we demonstrate understanding of and respect for traditions and values within our community?
How can we show respect for human dignity?
Why must we be responsible for the consequences of our actions?
Why should we understand how people, places, and ideas have changed over time?
How have the actions, ideas, and values of Native Americans (i.e., Lenape Tribe) changed over time?
How has the cultural of Native Americans (i.e., Lenape Tribe) changed over time?

Literacy Tools Used During Expedition Two

Best Practices in Writing Instruction will be based on the principles and tenets of:

Interactive and Shared Writing by Fountas and Pinnell

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A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects

2A) Research	**2A) Enduring Understandings**	**2A) Formative Assessments:**
Students will explore the Native Americans native to Delaware, with specific emphasis placed on the Lenape tribe. They will research about the terrain and geography of the land at that time, typical values and spiritual beliefs, housing, clothing, farming, hunting, and gathering. They will discover the structure of tribes, their ways of governing, raising their children, trading, and waging war. Students will study the changes in Native American culture through fieldwork, experts, and various literary works. Writing-to-think research strategies and skills will teach students how to see themselves as researchers as they pose questions,	*As members of a community, we have the capacity and responsibility to affect our own lives and those of others in our world.* *Members of a community must be sensitive to how they treat others and how others affect them.* *Communities reflect alternative traditions and values that contribute to their diversity.* *Reading is a way to explore personal interests, answer important questions, satisfy one's need for information, entertain and be entertained, and build understanding of the many dimensions of human experience.* *Questioning is at the heart of all learning.* *Language arts skills enhance the ability to think critically.*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists

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imagine and research possible answers; view their subject through one lens, then another; rely on and use related artifacts; and include observations or diagrams, or photographs to support their writing. Students will practice observation skills, how to write from photographs, search for information in books, take photographs on their own (during the field study portions) to write about in detail later, as well as conduct mini-interviews with people in person as well as through email or Skype. As students grow in their researching skills, they will continue to strengthen their ability to write informational and opinion texts. Students will explore and study mentor texts, research books, and approved websites to generate ideas for content, make rough plans for how they might write their information, work on how to revise before writing, and understand the structure of informational text. As they write about their new learning they will use prompts such as, *The important thing to know is _____ because_____ or What might surprise you is _____ because _____*, to extend their thinking. Students will develop writing techniques such as addressing the reader directly by asking the reader questions such as, "*Have you ever stopped to think about…? Every time you do… you are… Did you know that…? It is also true that…".* Another subtopic of instruction will include continuing their "conversation" with the reader through prompts such as, *This is important because…You might be surprised to learn that…This shows that…I used to not realize that…but now I have found that…The thing I am realizing about this is… The surprising thing about this is…and Notice that…* This project will require each student to: • CC2RI1 • CC2RI2 • CC2RI3 • CC2RI4 • CC2RI5 • CC2RI6	*Interpretations of text involve linking information across parts of a text and determining importance of the information presented.* **2A) Essential Questions** What is a community? How can we demonstrate understanding of and respect for traditions and values within different cultures? How can people, places, and ideas change over time? How have the actions, ideas, and values of people changed over time? How have the cultural and physical characteristics of places changed over time? Why should we study the past? How can studying the past help us understand the present world and the future? **2A) Learning Targets** *I can…* • Accurately reflect information from a text. • Represent information, concepts, settings, events, characters, and story problems through drawing and/or writing. • Use new vocabulary words appropriately to reflect meaning. • Reread to assure meaningfulness, accuracy of sentence structure, and appropriate word use. • Report information from a text or summarize it in a few sentences. • List significant events in a story or ideas in an informational text. • Provide specific examples and evidence from personal experience or the text. • Make notes of new information and understandings. • Express connections to prior knowledge, to other texts, and to personal background or experience. • Write about and illustrate new information. • Express opinions about new learning or interesting	Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **2A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy projects Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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2B) Whole class interactive, read-aloud discussions, personal reading/listening, book clubs, guided reading lessons, and word study Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using texts matched to the needs of the student. Native Americans, with a particular focus on the Lenape Tribe native to our region. Skills targeted for instruction will include how to: Use graphic organizers to help activate prior knowledge, pose questions, and record new knowledge and understandings; monitor for meaning by pausing after a few words to explain what we have just read to ourselves in our own words; learn what the author is trying to teach by thinking how to read nonfiction fluently and with intonation; as well as determine the main ideas of a section and think about what supporting details match the main idea. Using text features such as captions, bold print, subheadings, glossaries, indexes,	**2B) Enduring Understandings:** *Reading is a process that includes: applying a variety to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.* *References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.* *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).* **2B) Essential questions:** What do good readers do? What do good readers do when they do not understand? What is the main idea? What is the author saying?	**2B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics

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electronic menus, and icons will be useful "tools" that students will add to their "reading tool box". Sentence starters such as *I used to think…but now I am thinking… My new think about…is different because…I thought I knew something about…but then I read this part that says…so now I think…I was right about…and I also learned…so now I think….* will allow students practice in flexible thinking skills which could mean confirming what they know and adding to that knowledge, or taking what they thought they knew and explaining why they had those misconceptions in order to grow new ideas. Students will keep a reading log/journal to record their new knowledge, understandings, strategy tips, and questions to share during their book club, reading partner, and teacher conferencing meetings. Reading Clubs, formed around a basket of related books, will meet for 5-10 minutes daily practice in preparing and being accountable as students increase their ability to talk and think about their books in collaborative conversations with others. Clubs and partnerships will read and talk about texts, ponder questions, develop ideas and theories, and celebrate discoveries. Word study will continue to focus on direct, explicit, developmentally appropriate, instruction that is targeted to the need of the student(s) and focused on teaching students how to recognize and read irregularly spelled high-frequency grade level words, long vowel spelling patterns, and multisyllabic words. This will require each student to: • CC2RL1 • CC2RL2 • CC2RL3 • CC2RL4 • CC2RL5 • CC2RL6 • CC2RL7 • CC2RL9 • CC2RL10	What strategies are necessary for acquiring academic knowledge? What strategies are necessary for learning independently? How does comprehension of informational text contribute to lifelong learning? **2B) Learning Targets:** *I can…* • Notice new and interesting words, and actively add them to speaking or writing vocabulary. • Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary. • Use content to derive meaning of new words. • Demonstrate competent, active word solving while reading at a good pace. • Self-correct when errors detract from the meaning of the text. • Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information). • Search for information in illustrations to support text interpretation. • Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures). • Process long sentences with embedded clauses (prepositional phrases, introductory clauses). • Process sentences with a series of nouns, verbs, or adverbs. • Process a wide range of dialogue, some unassigned. • Follow a sequence of actions from graphics. • Follow and remember a series of events over a longer text in order to understand the ending. • Summarize ideas from a text and tell how they are related. • Identify important ideas in a text and report them in an organized way, either orally or in writing.	Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **2B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy projects Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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2C) Native American Living Magazine Students will create a children's magazine titled *Native American Living,* which captured essential aspects of historic Lenape (and other eastern woodland tribes) culture. Each student will create their own illustration page for the magazine and described their artwork with a well-written caption. All the writing and illustration for the magazine will cycle through the writing process.	**2C) Enduring Understandings:** *Writing can be used to make meaning of one's own experience, as well as of other information and ideas.* *Different types of structures are appropriate for different purposes, audiences, and different forms of writing.* *Standard grammar and usage are important in making meaning clear to the reader.* *Writers need to use correct spelling, punctuation, and capitalization.*	**2C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts

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After conducting fieldwork, such as visiting the Lenape Tribe Reserve and Museum in Delaware, as well as their research, students will build on their new knowledge and understandings as they increase their writing skills for the magazine. Students will be involved in a written exercise creating persuasive compositions from the point of view of Native Americans. The structure for the persuasive writing utilizes the "RAFTS" structure (focused on: Role, Audience, Format, Topic, Strong Verb). All students will produce two written pieces for display at their Celebration of Learning Event. Selected RAFTS documents will be used in the magazine as well: descriptive letters will become an "advice" column, and persuasive letters will make up an "opinions" section. This project will require each student to: • CC2RF3 • CC2RF3a • CC2RF3b • CC2RF3c • CCRF3d • CC2RF3e • CC2RF3f • CC2RF4 • CC2RF4a • CC2RF4b • CC2RF4c • CC2W1 • CC2W2 • CC2W5 • CC2W6 • CC2W7 • CC2W8 • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2	*There are many reasons to write, including writing-to-learn, writing-to demonstrate learning, writing-to-persuade , and writing for authentic purposes and audiences.* **2C) Essential questions:** How does writing make thinking visible and clarify understanding? How does the writing process refine skills, increase confidence, and shape insight? How do writers communicate purposefully and clearly with various audiences, from different perspectives, and for unique reasons? How is writing strengthen through revising? **2C) Learning Targets:** *I can…* • Use a variety of beginnings to engage the reader. • Communicate main points clearly to readers. • Provide supporting information or examples that are accurate, relevant, and helpful. • Gather and internalize information and then write it in own words. • Use memorable words or phrases. • Show ability to vary the text by choosing alternative words (e.g., alternatives for *said*). • Learn new words from reading and research and try them out in writing. • State information in a unique or surprising way. • Arrange print on the page to support the text's meaning and to help the reader notice important information. • Understand that layout of print and illustrations are important in conveying the meaning of a text. • Write complete sentences. • Use a range of complete sentences (*declarative, interrogative, exclamatory*).	Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **2C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy projects Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	examples. • Take out repetitive words, phrases, or sentences, or add to the meaning. • Move sentences around for better sequence. • Identify vague parts and provide specificity. • Change words to make the writing more interesting. • Add letters, words, phrases, or sentences using a caret or sticky note with an asterisk. • Understand that the writer shows respect to the reader by applying what is known to correct errors. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Know how to use an editing and proofreading checklist. • Edit for the spelling of known words and conventional spelling of important words. • Edit for capitalization, end punctuation, and sentence sense. • Generate multiple titles to arrive at the most suitable and interesting. • Include graphics or illustrations as appropriate to the text. • View self as writer and write with independence. • Write with initiative and investment. • Show ability to discuss what is being worked on as a writer in a conference. • Seek feedback on writing. • Be willing to work at the craft of writing, incorporating new learning from instruction. • Self-evaluate own writing and talk about what is good about it and what techniques were used.	
2D) Celebration of Learning Exhibition Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the	**2D) Enduring Understandings:** *Communication changes according to audience and purpose. Communication is a lifelong process, requiring reflective thinking and interaction.* *Skilled speakers identify information important enough to share and make that information understandable and though provoking.*	**2D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults)

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students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but the drafts and process of learning experienced. This will require each student to: • CC2RF3 • CC2RF4 • CC2RF4a • CC2RF4b • CC2RF4c • CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2 • CC2SL3 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1 • CC2L1a • CC2L1b • CC2L1c • CC2L1d • CC2L1e • CC2L1f • CC2L3 • CC2L3a • CC2L5 • CC2L6	*Speaking is a way to express thinking and knowledge in all content areas.* **1E) Essential Questions:** How does audience affect speaking style? Why is it important to organize and plan what I am going to say? How does my personal experience impact how I interpret what I hear? What is the overall message I wish to convey to the audience? **2D) Learning Targets:** *I can…* • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different contexts. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening and looking at the person who is speaking. • Ask clear questions during discussions. • Provide reasons and argue for a point, using evidence. • Explain and describe people, events, places, and objects. • Describe similarities and differences among people, places, events, and objects. • Report interesting information from background experiences, reading, and newly obtained information. • Correctly pronounce all words except for a few sophisticated new content words (with the understanding that there will be variations based on children's home language or dialect). • Use intonation and word stress to emphasize important ideas.	Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses **2D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of Celebration of Learning Events Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	• Vary language according to purpose. • Use language form stories and informational texts when retelling stories or making a report. • Use language appropriate to oral presentation words (rather than literary language or slang). • Use content-specific words when needed to explain a topic. • Read aloud and discuss own writing with others. • Use illustrations as appropriate to communicate meaning. • Identify and acknowledge sources of the information included in oral presentations.	

Second Grade End-Of-The-Year: Poetry Jam!

Timeline: For two-weeks beginning approximately in mid-May to the end of the school year.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will become poets for this end-of-the-year project. Poets write from the heart and teach all of us to look at the world differently. They help us celebrate small beauties. They inspire us to be outraged over injustices great and small. Therefore, as this school year draws to a close, students will focus on the work that poets do in the world, the way poets love the world through words, the way poems sustain us during hard times, the way poets express outrage and grief and joy, how poems can connect our hearts and minds to one another as they find significance in the ordinary details of their lives: In the playground trees, recess bell, math test, or best friend moving away, hiding in the details of their lives. The students will become immersed in poetry: Poems that line the bookshelves with popular anthologies, poems displayed around the classroom, for example, a poem about a pencil sharpener "Pencil Sharpener," by Zoe Ryder White is found by the pencil sharpener or "The Drinking Fountain," by Ken Nesbitt is placed by the drinking fountain in the hallway or in the cafeteria, highlighting a Poem of the Day, looking at images or going on observation walks (nature walks, community walks, building walks) with Tiny Topics notebooks in hand. Different types of poems will be explored and developed: "found" poems created by leafing through magazines to find words and photos that could be cut out and taped in ways that say something profound, drawing images that come to mind as students read and/or listen to a couple of especially powerful poems, explore the imagery of a poem with the whole class and consider the different viewpoints of students, looking at little objects (e.g., a pine cone) to see the object with a "poet's eyes", and sharing their messages with readers through ideas, sounds, and visual images. Students will publish their poetry in a variety of ways such as the creation of a class anthology of poems. Students will select a poems for an anthology by picking their favorite, most polished work and possibly including the mentor poems that inspired their work, not necessarily choosing poems on a common theme, create illustrations to match the central images of their poem(s), and/or rehearsing performances to deliver their poetry so that the meaning is clear to the audience. Students can post their published poems around the school for everyone to see and read throughout the day. A culmination activity such as a Poetry SLAM!, but in this case, a Poetry JAM! will provide an opportunity for students to participate in an authentic poetry reading (perhaps in a local café or coffee house), snapping their fingers instead of clapping as a way to show appreciation for the poet, setting poems to music, or using visual aids to enhance their poetry. Professionals are encourage to visit the America SCORES website (http://www.americascores.org) to learn more about this organization and their national poetry slam hosted each year. Students can view their same-age peers on videos at this website as well as on www.youtube.com (key words, poetry slam or poetry jam). (America SCORES Organization Mission Statement: To inspire urban youth to lead healthy lives, be engaged students, and have the confidence and character to make a difference). The White House played host to what was possibly the first Poetry Jam held there on May 12, 2009. Information and links can be found at the following: http://www.whitehouse.gov/video/President-and-Mrs-Obama-Open-White-House-Poetry-Jam.

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End-of-the-year Enduring Understandings:
Poetry is an art, a studied art, not a fast read.
The speaker of the poem is not necessarily the poet.
The "I" of the poem often becomes the reader of the poem.
Poems may have multiple meanings.
The Essential Questions that propel this end-of-the-year expedition consist of the following:
How are literary devices used in poetry?
How do we analyze poems to understand the author's purpose?
What is a poem?
How is poetry different from other types of text?

Literacy Tools Used During End-of-the-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
Interactive and Shared Writing by Fountas and Pinnell
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Second Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

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Integrated Language Arts Projects: End-of-the-Year Off-Expedition

Ending A) Reading and Writing As Poets

Students will focus on the work that poets do in the world, the way poets love the world through words, the way poems sustain us during hard times, the way poets express outrage and grief and joy, how poems can connect our hearts and minds to one another as they find significance in the ordinary details of their lives: In the playground trees, recess bell, math test, or best friend moving away, hiding in the details of their lives. Students will become immersed in poetry: Poems that line the bookshelves with popular anthologies, poems displayed around the classroom, in the hallway or in the cafeteria, highlighting a Poem of the Day. Students will learn to look at the world as poets by participating in such experiences as looking at images or going on observation walks (nature walks, community walks, building walks) with their Tiny Topics notebooks in hand. Tiny Topics notepads are small notebooks for when student poets are out and about and see something tiny, something important that they know they will want to remember, and jot it down. Different types of poems will be explored and developed: "found" poems created by leafing through magazines to find words and photos that could be cut out and taped in ways that say something profound, drawing/painting images that come to mind as students read and/or listen to a couple of especially powerful poems, explore the imagery of a poem with the whole class and consider the different viewpoints of students, looking at little objects (e.g., a pine cone) to see the object with a "poet's eyes", and sharing their messages with readers through ideas, sounds, and visual images. Students will explore language and word choice as they create clear images with precise and extravagant language through lessons focused on listening to how words sound, thinking about what images they convey, hearing and identifying the tone and rhythm of the poem (*Is the poem serious or lighthearted? Cyclical or staccato? Long and flowing? bouncy and short?),* exploring

Ending A) Enduring Understandings:
Poetry employs a variety of techniques to enhance effectiveness.
Poems may have multiple meanings.
Poets use a variety of literary devices to create word "paintings".
Poetry, in any form, can convey thoughts, feelings, and emotions in a way that other forms of literature cannot.
Poetry uses almost all of the same literary devices found in all other types of creative writing-only in a different form.

Ending A) Essential questions:
What can a poem express that cannot be expressed with other forms of literature?
How is poetry different from other types of literature?
Who can create poetry?
How does a person create poetry?

Ending A) Learning Targets:
I can…

- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes).
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships.
- Recognize multiple meanings of words.
- Self-correct when errors detract from the meaning of the text.
- Self-correct intonation when it does

Ending A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Discussion (between peers and with adults)
Brainstorming/Concept Mapping
Anchor Charts
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Talking point checklists
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

Ending A) Summative Assessments:
Student progress will be measured by:

Participation in and completion of Celebration of Learning Events
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)

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metaphors as ways to convey the meaning and feeling behind poems in order to compare two things in new and surprising ways. Students will manipulate words in new and interesting ways, paying attention to more than just the feeling (happy, sad, worried) but also exploring how to provide their reader with words that create a visual image. This project will require each student to: • CC2RL1 • CC2RL2 • CC2RL3 • CC2RL4 • CC2RL5 • CC2RL6 • CC2RL7 • CC2RL9 • CC2RL10 • CC2RF3 • CC2RF3a • CC2RF3b • CC2RF3c • CCRF3d • CC2RF3e • CC2RF3f • CC2RF4 • CC2RF4a • CC2RF4b • CC2RF4c • CC2W1 • CC2W2 • CC2W3 • CC2W5 • CC2W6 • CC2W7 • CC2W8 • CC2SL1 • CC2SL1a • CC2SL1b	not reflect the meaning when reading aloud. • Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information). • Use multiple sources of information together to solve new words. • Process a wide range of dialogue, some unassigned. • Search for important information in pictures. • Demonstrate phrased, fluent oral reading. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate awareness of the function of the full range of punctuation. • Demonstrate appropriate stress on words, pausing and phrasing, intonation , and use of punctuation. • Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing. • Quickly and automatically solve most words in the text in a way that supports fluency. • Use multiple sources of information in an integrated way to support fluency. • Read silently and orally at an appropriate rate, not too fast and not too slow. • Slow down to search for information	Phonological Awareness Inventories DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC2SL1c • CC2SL2 • CC2SL3 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1 • CC2L1a • CC2L1b • CC2L1c • CC2L1d • CC2L1e • CC2L1f • CC2L2 • CC2L2a • CC2L2b • CC2L2c • CC2L2d • CC2L2e • CC2L3 • CC2L3a • CC2L4 • CC2L4a • CC2L4b • CC2L4c • CC2L4d • CC2L4e • CC2L5 • CC2L5a • CC2L5b • CC2L6	or think about ideas and resume normal pace of reading again. • Realize that illustrations carry a great deal of the meaning in graphic texts. • Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts. • Search for and use information to confirm or disconfirm predictions. • Justify predictions using evidence. • Bring background knowledge to the understanding of a text before, during, and after reading. • Make connections between the text and other texts that have been read or heard. • Specify the nature of the connections (topic, content, type of story, writer). • Differentiate between what is known and new information. • Demonstrate learning new content from reading. • Express changes in ideas after reading a text. • Infer the big ideas or message (theme) of a text. • Use evidence from the text to support thinking. • Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, traditional literature, poetry, and fantasy). • Understand a writer's use of underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Notice variety in layout (words in	

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	bold or larger font, or italics, variety in layout). • Notice the way the writer assigns dialogue. • Notice aspects of a writer's style after reading several texts by the same author. • Notice specific writing techniques (e.g., question and answer format). • Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text. • Notice descriptive language and discuss how it adds to the enjoyment or understanding. • State opinions about a text and provide evidence to support them. • Discuss the quality of illustrations or graphics. • Judge the text as to whether it is interesting, humorous, or exciting, and specify why. • Use a variety of beginnings to engage the reader when writing. • Select an appropriate title for a poem, story, or informational book. • Use memorable words or phrases when writing. • Show through language instead of telling. • Use transitional words for time flow (after, then). • Write with a unique perspective. • Write in a way that speaks directly to the reader. • State information in a unique or surprising way.	

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Ending B) Poetry Anthology

Students will publish their poetry in as part of the creation of a class anthology of poems. Each student will select a poem(s) for the class anthology by picking their favorite, most polished work and possibly including the mentor poems that inspired their work (not necessarily choosing poems on a common theme) and creating illustrations to match the central images of their poem(s). Students will write a poet "bio" (author's page) with their picture and explanation of why they chose the poem they did for inclusion in the anthology. Poets will work on their revision skills by playing around with different line breaks, using pocket charts, with each word (or phrase) of their poem on an index card and moving the cards around to experiment with different sentence lengths and breaks in order to understand how changing the length of the lines can change the feeling of the poem. Students will explore punctuation and how it changes the mood of the poem. The importance of the poem shape and the use of white space when writing poetry will be emphasized. This project will require each student to:

- CC2RF3
- CC2RF3a
- CC2RF3b
- CC2RF3c
- CCRF3d
- CC2RF3e
- CC2RF3f
- CC2RF4
- CC2RF4a
- CC2RF4b
- CC2RF4c
- CC2W3
- CC2W5
- CC2W6
- CC2W7
- CC2W8

Ending B) Enduring Understandings:
Writing is a way to clarify or express thinking.
Poetry provides opportunities for self-expression.
Poetry marries writing and art.
Poetry is open to interpretation.
Poetry employs a variety of techniques to enhance effectiveness.
Poems may have multiple meanings.

Ending B) Essential questions:
How does writing make thinking visible and clarify understanding?
How do writers communicate with poetry?
How does revising and editing strengthen ideas, organization, voice, word choice, sentence fluency, and conventions?

Ending B) Learning Targets:
I can…

- Arrange print on the page to support the text's meaning and to help the reader notice important information.
- Understand that the layout of print and illustrations are important in conveying the meaning of a text when writing.
- Understand how to use layout, spacing, and size of print to create titles.
- Write an author page to give information about the author.
- Understand and use ellipses to show pause or anticipation, usually before something surprising.
- Use dashes and ellipses for emphasis or to slow down the text for readers.
- Correctly spell familiar high

Ending B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Discussion (between peers and with adults)
Brainstorming/Concept Mapping
Anchor Charts
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Talking point checklists
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

Ending B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of Celebration of Learning Events
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS

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• CC2SL1 • CC2SL1a • CC2SL1b • CC2SL1c • CC2SL2 • CC2SL3 • CC2SL4 • CC2SL5 • CC2SL6 • CC2L1 • CC2L1a • CC2L1b • CC2L1c • CC2L1d • CC2L1e • CC2L1f • CC2L2 • CC2L2a • CC2L2b • CC2L2c • CC2L2d • CC2L2e • CC2L3 • CC2L3a • CC2L4 • CC2L4a • CC2L4b • CC2L4c • CC2L4d • CC2L4e • CC2L5 • CC2L5a • CC2L5b • CC2L6	frequency words (200+), words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns), and commonly used endings. • Take apart multi-syllable words to spell the parts accurately or close to accurately. • Use knowledge of phonogram patterns to generate multi-syllable words. • Spell simple and some complex plurals. • Spell simple possessives. • Spell most contractions. • Begin to develop efficient keyboarding skills. • Use word processor to plan, draft, revise, edit, and publish. • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan. • Understand how the purpose of the writing influences the selection of genre. • Generate and expand ideas through talk with peers and teacher. • Observe carefully events, people, settings, and other aspects of the world to gather information on a topic. • Choose a topic that is significant. • Understand the role of the writer, teacher, or peer writer in conference. • Reread and revise the draft or rewrite a section to clarify meaning. • Reread each day before writing more.	Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	• Know how to use an editing and proofreading checklist. • Select a poem or collection of poems to publish. • Attend to layout of text in final publication. • Understand publishing as the sharing of apiece of writing with an audience. • Attend to the language and craft of other writers in order to learn more as a writer. • Be willing to work at the craft of writing, incorporating new learning from instruction. • Select best pieces of writing from own collection and give reasons for the selections. • Self-evaluate own writing and talk about what is good about it and what techniques were used. • Compare previous to revised writing and notice and talk about the differences. • State what was learned from each piece of writing.	
Ending C) Poetry JAM! A culmination activity such as a Poetry SLAM!, but in this case, a Poetry JAM!, will provide an opportunity for student poets to participate in an authentic poetry reading (perhaps in a local café or coffee house), follow poetry reading "etiquette" by snapping their fingers instead of clapping as a way to show appreciation for the poet, setting poems to music, or using visual aids to enhance their poetry. Teaching Professionals are encouraged to visit the America SCORES website (http://www.americascores.org) to learn more about this organization and their national poetry slam hosted each year. Students can view their same-age peers on videos at	**Ending C) Enduring Understandings:** *Poetry is a form of imaginative play, expressing creative ideas by means of words, body, and/or voice.* *Effective communication is a life skill; we learn to convey meaning through intonation, physical expression, syntax, and word choice.* *Sharing our poetry with others can continually challenge ourselves from our own level of comfort, building courage, self-esteem and confidence.*	**Ending C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Brainstorming/Concept Mapping Anchor Charts Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Talking point checklists

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this website as well as on www.youtube.com (key words, poetry slam or poetry jam) (America SCORES Organization Mission Statement: To inspire urban youth to lead healthy lives, be engaged students, and have the confidence and character to make a difference). The White House played host to what was possibly the first Poetry Jam held there on May 12, 2009. Information about and links to performances at this historical event can be found at the following: http://www.whitehouse.gov/video/President-and-Mrs-Obama-Open-White-House-Poetry-Jam. This project will require each student to:

- CC2RF3
- CC2RF4
- CC2SL1
- CC2SL1a
- CC2SL1b
- CC2SL1c
- CC2SL2
- CC2SL3
- CC2SL4
- CC2SL5
- CC2SL6
- CC2L1
- CC2L3
- CC2L3a
- CC2L4
- CC2L5
- CC2L6

Ending C) Essential Questions
How should I say this word, phrase and/or sentence?
How will I best convey my poem?
How will I capture and maintain the audience's attention?
What creative elements can I include in the presentation of my poem?

Ending C) Learning Targets
I can…

- Generate and expand ideas through talk with peers and teacher.
- Use talk and storytelling to generate and rehearse language.
- Self-monitor understanding and ask questions when meaning is lost.
- When joining in on refrains or repetitive text, mimic appropriate intonation and stress.
- Notice and respond to word stress and tone of voice while listening and afterward.
- Read aloud with fluency.
- Reflect meaning with the voice through pause, stress, and phrasing.
- Recognize and use a range of punctuation, reflecting it in the voice while reading (period, question mark, exclamation mark, comma, quotation marks).
- Self-correct intonation, phrasing, and pausing while reading aloud.
- Participate in more complex reading with alternate parts, recognizing turn by cues from the text.
- Remember and emphasize important

Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

Ending C) Summative Assessments:
Student progress will be measured by:

Participation in and completion of the Poetry JAM! Activity
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Phonological Awareness Inventories
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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		information in a text while reading it aloud. • Show interpretation or feelings in the voice while reading. • Show anticipation in the voice when reading. • Express personal connections through discussion. • Actively participate in conversation; listening and looking at the person who is speaking (if appropriate). • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different contexts. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening and looking at the person who is speaking. • Ask clear questions during discussions. • Provide reasons and argue for a point, using evidence. • Explain and describe people, events, places, and objects. • Describe similarities and differences among people, places, events, and objects. • Report interesting information from background experiences, reading, and newly obtained information. • Correctly pronounce all words except	

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		for a few sophisticated new content words (with the understanding that there will be variations based on children's home language or dialect). • Use intonation and word stress to emphasize important ideas. • Vary language according to purpose. • Use language form stories and informational texts when retelling stories or making a report. • Use language appropriate to oral presentation words (rather than literary language or slang).	

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Curriculum Framework for English Language Arts

School: Academia Antonia Alonso *Curricular Tool: Various* *Grade: 3*

In the Expeditionary Learning school design, literacy creates cohesion between the various integrated content areas. As such, in each expedition students will be reading and writing fiction and non-fiction, speaking and listening in groups and independently, researching a variety of topics, developing their knowledge of words in a contextualized manner, and reflecting on their work to improve performance. In the younger grades, students will also be developing foundational skills in phonemic awareness and phonics. In addition, as a bilingual immersion school, language learning will be paramount to the instructional program. Children will come to the school on a variety of levels as native English and native Spanish speakers. Many children will be English Language Learners. With this diversity, the desire was to create an ELA curriculum map that is comprehensive and lists all of the standards that *could* be addressed in a given unit of study or expedition. As the teacher learns about her students and their needs, she can use this map to customize and differentiate the products around students' current levels of literacy performance, both meeting their needs and challenging them at the appropriate levels.

In the map below, each row is labeled A, B, C, etc. Each letter represents a chunk of literacy instruction that is project-driven. Unit titles will not be "Reading Non-fiction," or "Elements of Stories." Instead, students will reach standards through project-driven work, learning about reading non-fiction through the development of the project. Rows labeled as Pre-A, Pre-B, Pre-C etc. are chunks of instruction or projects that will happen at the beginning of the school year. Rows labeled as 1A, 1B, 1C, etc. are chunks of instruction that correspond to expedition one. Mid-year A, Mid-year B, Mid-year C projects will occur between expeditions. 2A, 2B, 2C, etc. identify the spring expedition. Ending A, Ending B, Ending C will occur at the end of the school year.

Third Grade Pre-Expedition: Getting To Know You!
Timeline: Beginning with the first day of school to mid-September for two weeks prior to Expedition One.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics and the Visual Arts, see the Master Curriculum Matrix.

Students in a class form a type of community, and members must get to know one another for that community to be productive, cohesive, and thrive. When students and teachers share their backgrounds and interests early in the year, they develop a base for understanding that will support effective teaching and learning throughout the months that follow. Students will participate in activities and explorations designed to strengthen their understanding of community and what it means to be part of a community, develop respectful and lasting relationships, and learn about each other in new and interesting ways. Students will participate in an exploration and discovery of their favorite and inspiring personal literature through the creation of BioBags. BioBags are a kind of literature autobiography, a collection of written works that represent memories or milestones in a person's life. The texts might include books, letters, diaries, recipes, and so on, all representing various aspects of a life story. Each student (and teacher) will create a collection of texts, pictures of inspiring texts or hard copies that they will share with their peers. Students will conduct BioBag Interviews with each other, explore video interviews of published authors, arrange their BioBag collection in chronological order and present the information in a whole- class oral presentation. Another venue designed to deepen their understanding of each other is through the creation of a Bio-Cube. This Web tool found on www.readwritethink.org is designed to guide students through a process of organizing and summarizing information. Students will prepare interview questions to ask a classmate about their lives. The interviewer will then use this biographical information to create a Bio-Cube. Students will use their completed Bio-Cube to orally introduce their partner to their peers. The final community-building

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activity is a class potluck where students share both a special food and a class book created with their families and peers. The bilingual children's book *Family Pictures/Cuadros de Familia* by Carmen Lomas Garza (15th Anniversary Edition ISBN-10: 089239207X) will be used as a springboard text for this integrated literacy project. After a read-aloud and analysis of this book about a Mexican American family, students will write descriptions of the book's pictures and discuss the meaning of family traditions.. They then create a class book, each person contributing at least three pages, which will include their artwork, information about their ancestral countries, descriptions of their own unique family traditions, and family recipes. Student's writing of this class book will go through a peer review as they practice peer-editing skills using a peer-editing rubric. As the event approaches, students will write letters to their families inviting them to the class potluck as a way to review basic letter structure. On the day of the potluck, students and family members will be encouraged to share other aspects of their culture (clothing, song, dance, story, etc.) and consider bringing an artifact from their culture to share as well. After sharing their potluck meal, students will be asked to read or talk about their pages aloud (as they are shown digitally to the group) and family members will be asked to share any thoughts or comments with the group. After the event, students will write thank you letters to their family members thanking them for the extra help and support provided during this experience.

Pre-Expedition Enduring Understandings:
As members of a community, we have the capacity and responsibility to affect our own lives and those of others in our world.
Members of a community must be sensitive to how they teat others and how others affect them.
Communities reflect alternative traditions and values that contribute to their diversity.
No matter our cultural backgrounds, people are more alike than different.

The Essential Questions that propel this Pre-Expedition consist of the following:
What is a community?
How can we demonstrate understanding of and respect for traditions and values within our community?
How are we the same as each other?
How are we different from each other?

Literacy Tools Used During Pre-Expedition:

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

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Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Pre-Expedition Third Grade

Pre-A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**Pre-A) Enduring Understandings:**	**Pre-A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Mini-lessons will focus on skills and practices that will build reading independence such as; following the words with your eyes, not your finger; reading with feeling; attending to the details on the page to build mental movies; how to choose the right text; staying alert and	*Reading is a way to explore personal interests, answer important questions, satisfy one's need for information, entertain and be entertained and build deeper understandings and connections regarding the world and human experience.* *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.* *Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.* *Effective readers notice pieces of text that relate to or remind them of other stories, their personal life experiences and background knowledge, as well as their knowledge of their community and world.* *Good readers ask questions before, during, and after to*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records

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monitoring for comprehension when reading; and asking and answering questions of text to create and maintain meaning. Students will work with reading partners to discuss the books they are reading, share strategies, and ask and answer questions. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies such as what to do when they come to unfamiliar words in a text (chunk, use context, find parts they know to learn the parts they do not know, try it one way then another, using syllables, etc.). Vocabulary development will focus on multiple meanings of words; new vocabulary in their personal writing; synonyms, antonyms, and figurative language; and uncommon and unique nouns, verbs, and adjectives to increase their understanding and usage of new words and meanings. This will require each student to: • CC3RL1 • CC3RL3 • CC3RL4 • CC3RL5 • CC3RL7 • CCSRI1 • CC3RI2 • CC3RI7 • CC3RF3 • CC3RF3d • CC3RF4 • CC3RF4a • CC3RF4c • CC3W1	*better understand the author and the meaning of the text.* **Pre-A) Essential Questions:** How do I use what I am reading to create my own ideas? How does this text change my thinking about ____? What connections do I make as I read? Why do I need to ask questions before, during, and after I read? How could I explain what I read to someone else? What do I do when I am confused about what I am reading or hearing? How can I use context to read a word, phrase, or sentence for understanding and meaning? **Pre-A) Learning Targets:** *I can…* • Notice new and interesting words, and actively add them to speaking or writing vocabulary. • Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships. • Recognize multiple meanings of words. • Realize when more information is needed to understand a text. • Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information. • Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses). • Process sentences with a series of nouns, verbs, or adverbs. • Follow and remember a series of events over a longer text in order to understand the ending. • Understand the problem of a story and its solution. • Demonstrate phrased, fluent oral reading. • Reread to solve words and resume normal rate of	Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics

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• CC3W1b • CC3W2 • CC3W3 • CC3W10 • CC3SL1 • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1b • CC3L1e • CC3L2 • CC3L2a • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L5 • CC3L6	reading. • Use text structure to predict the outcome of a narrative. • Make predictions about the solution to the problem in a story. • Predict what characters will do based on the traits revealed by the writer. • Bring knowledge from personal experiences to the interpretation of characters and events. • Differentiate between what is known and new information. • Demonstrate learning new content from reading. • Express changes in ideas after reading a text. • Demonstrate understandings of characters, using evidence form text to support statements. • Show understanding of characters and their traits. • Demonstrate the ability to identify how a text is organized (diagram or talk). • Identify important aspects of illustrations (design related to the meaning of the text). • State opinions about a text and provide evidence to support them. • Discuss the quality of illustrations or graphics. • Hypothesize how characters could have behaved differently. • Judge the text as to whether it is interesting, humorous, or exciting, and specify why.	AIMSWEB
Pre-B) BioBags: Create, Interview, and Share Students will think back on times when reading was the best it could be as well as when it was difficult and reflect on what made each of these times one way or the other as they create individual BioBags and explore their reading history. BioBags are a kind of literature autobiography, a collection of written works that represent memories or milestones in a person's life. The texts might include books, letters, diaries, recipes, and so on, all representing various aspects of a life	**Pre-B) Enduring Understandings:** *Knowledge of the past helps a person understand the present and make decisions about the future.* *Language enhances and identifies people as meaning makers.* *Accomplished readers read from a wide range of literature/text, constructing meaning and responding in personal, interpretive, and critical ways.* *Reading is a way to explore personal interests.* *Reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different*	**Pre-B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults)

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story. Each student (and teacher) will create a collection of texts, sketches and/or pictures of inspiring texts or books that really mattered to them. As students prepare their BioBags, they will visit a website to learn about several children's authors and the texts that inspired them. Video interviews can be found on the Reading Rockets website: http://www.readingrockets.org/books/interviews/. Students will work in partnerships to interview one another about the texts that have been important in their lives. BioBags can include texts other than books, and this interview can help students think of all the different kinds of texts they can use. *(Note: This activity may be especially important for students who do not have many books at home.)* Once texts are selected, students will share their "literature autobiographies"; different written works that represent and help to describe special memories in their life, in chronological order to the whole-class. Once everyone has completed their BioBag presentation, students will reflect on things they learned about the person they interviewed, a text they have now decided to add to their own BioBag because of another person's presentation, and/or something surprising they learned about themselves or a peer. This project will require each student to: • CC3RL1 • CC3RL5 • CCSRI1 • CC3RF3 • CC3RF3d • CC3RF4 • CC3RF4a • CC3W2 • CC3W2a • CC3W2b • CC3W2d • CC3W3 • CC3W4	*cultures.* *Literature enriches a person's life.* **Pre-B) Essential Questions:** Why should I think about, review, and seek to understand how my reading skills and interests have changed over time? How can studying how my reading skills and interests have changed help me understand myself as a reader now? How can the evaluation of what I know as a reader help me set reading goals for the future? How can I learn more about others by the books they read? How does literature enrich my life? What does literature represent to different person? **Pre-B) Learning Targets:** *I can…* • Listen actively to others read or talk about their reading choices and give feedback. • Listen with attention and understanding to oral reading of stories, poems, and informational texts. • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different context. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Actively participate in conversation; listening to and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Ask clear questions during partnership, small group, and whole class discussion. • Ask questions for clarification to gain information. • Participate actively in small group, partnership, and whole class discussion. • Use grade level-appropriate specific vocabulary when talking about texts *(title, author, character, etc.*). • Relate or compare one's own knowledge and	Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors)

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• CC3W5 • CC3W6 • CC3W7 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1b • CC3L1e • CC3L2 • CC3L2a • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L6	experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Vary the voice to emphasize important aspects of events or people. • Report information in an interesting way. • Have a topic or story in mind before starting to speak. • Have an audience in mind before starting to speak. • Maintain a clear focus on the important or main ideas.	Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
Pre-C) BIO-CUBE Another venue designed to deepen their understanding of each other is through the creation of a Bio-Cube. This Web tool found on www.readwritethink.org is designed to guide students through a process of organizing and summarizing information. The finished printout can be folded into a fun cube shape and displayed. (Bio-cube can be found at the following website: http://www.readwritethink.org /files/resources/interactives /bio_cube/). Working as a whole-class, students will	**Pre-C) Enduring Understandings:** *Effective communication demands clear, concise, coherent, and accurate writing and speaking skills.* *True understanding involves adapting prior knowledge to new situations, purposes, and audiences, and drawing significant relationships.* *As a lifelong process, communication requires reflective thinking and interaction.* *Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.* *The audience with whom we are communicating shapes how*	**Pre-C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults)

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use the following sections already developed on Bio-Cube as a guide for preparing interview questions: Slide One: Person's name, time period (current year or birthdate), and place (school location or home); Slide Two: Personal Background (Where were you born? Where have you lived? How many people are in your family?); Slide Three: Personality Traits; Slide Four: Significant (Memory? Fact? Skills?); Slide Five: Biggest Obstacle; and Slide Six: An Important Quotation. Students will work in partnerships to conduct interviews and record the answers to the previously developed questions. The interviewer will then use the biographical information in order to create the Bio-Cube. Partnerships will introduce each other to the larger peer group. This project will require each student to: • CC3RF3 • CC3RF3a • CC3RF3c • CC3RF3d • CC3RF4 • CC3RF4a • CC3W2 • CC3W2a • CC3W2b • CC3W2d • CC3W3 • CC3W4 • CC3W5 • CC3W6 • CC3W8 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL3	*we will communicate and the means through which we communicate.* **Pre-C) Essential Questions:** How can I become an effective communicator? How can I communicate so others will listen? How do speakers express their thoughts and feelings? Who is my audience? How do I know when I am communicating clearly? **Pre-C) Learning Targets:** *I can…* • Speak at appropriate volume to be heard when addressing large and small groups. • Look at the audience while talking. • Speak at an appropriate rate to be understood by the audience. • Enunciate words clearly. • Ask clear questions during interview. • Ask questions for clarification to gain information during interview. • Report interesting information learned from interview. • Make brief oral report to introduce interview partner to group. • Use mouse or keyboard effectively to move around the computer screen and search for information. • Use effective keyboarding movements for efficient use of the computer. • Open and close approved websites. • Locate and use information (text, picture, animation) within approved and accessible website. • Download selected information from approved websites. • Use notes from interview as a basis for discussion or later writing. • Include important details from the content of the	Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors)

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Pre-D) Class Book and Potluck The final community-building activity is a class potluck where students share both a special food and a class book created with their families and peers. The bilingual children's book *Family Pictures/Cuadros de Familia* by Carmen Lomas Garza (15th Anniversary Edition ISBN-10: 089239207X) will be used as a springboard text for this exploration and integrated literacy project. After a read-aloud and analysis of this book about a Mexican American family, students will write descriptions of the book's pictures and discuss the meaning of family traditions.. They will then create a class book, each person contributing at least three pages, which will include their artwork, information about their ancestral countries, descriptions of their own unique family traditions, and family recipes. Each student's writing contribution to the class book will go through a peer review as they practice peer-editing skills using a peer-editing rubric. As the potluck event approaches, students will write letters to their families inviting them to the class potluck as a way to review	**Pre-D) Enduring Understandings:** *Receptive and expressive oral language skills enhance communication.* *Careful listening and speaking will help with communicating and sharing ideas with others.* *Speaking and listening are skills that can be learned and practiced for lifelong improvement.* *Communication is an active, not a passive, process in which we exchange meaning with others.* *Speaking is a way to express thinking and knowledge.* *Individuals of different cultures express meanings and ideas in different ways.* **Pre-D) Essential Questions:** How can discussions increase my knowledge and understanding of an idea or ideas? How do rules of language affect communication? Why is it important to organize what I am going to say? How does my personal experience impact how I interpret what I hear? What can I learn from listening to another person's	**Pre-D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting

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basic letter structure. On the day of the potluck, students and family members will be encouraged to share other aspects of their culture (clothing, song, dance, story, etc.) and consider bringing an artifact from their culture to share as well. After sharing their potluck meal, students will be asked to read or talk about their pages aloud (as they are shown digitally to the group) and family members will be asked to share any thoughts or comments with the group. After the event, students will write thank you letters to their family members thanking them for the extra help and support provided during this experience. This project will require each student to: • CC3RL1 • CC3RL2 • CC3RL3 • CC3RL4 • CC3RL5 • CC3RL6 • CC3RL7 • CC3RL9 • CC3RL10 • CC3RF3 • CC3RF3c • CC3RF3d • CC3RF4 • CC3RF4a • CC3RF4c • CC3W1 • CC3W1a • CC3W1b • CC3W2 • CC3W2a • CC3W2b • CC3W4 • CC3W5 • CC3W6 • CC3W10	traditions? What I can learn from participating in activities from and about different cultures? **Pre-D) Learning Targets:** *I can…* • Understand how the purpose of the writing influences the selection of genre. • Write with a specific reader or audience in mind. • Generate and expand ideas through talk with peers, family, and teacher. • Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting. • Reread a writer's notebook to select topics. • Use sketching, webs, lists, and free writing to think about, plan for, and try out writing. • Get ideas from the touchstone text about how to approach a topic. • Select topic for informational writing and state what is important about the topic. • Stay focused on the topic. • Take notes or make sketches to help in remembering information. • Participate actively in experiences and remember details that contribute to writing and drawing. • Understand the role of the writer, teacher, or peer writer in conference. • Know how to use an editing and proofreading checklist. • Present ideas in logical order across the piece. • Reread a piece of writing and ask oneself-Have I made clear what I want readers to understand? • Expand information through adding details or examples. • Delete words or sentences that do not make sense. • Move sentences around for better sequence.	Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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Third Grade Expedition One: How Do You Get Money From A Stone?

Timeline: Approximately mid-September to Mid December (12 weeks)
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will study rocks and minerals as an economic resource through hands-on experiences and collaborations with local experts. Fieldwork will include exploring a nearby quarry and Iron Hill Museum to witness the methods of extracting, processing, and transporting rocks and minerals indigenous to Delaware. This expedition will provide many opportunities for students to practice their informational reading and writing skills as they study various properties and characteristics of rocks and minerals through observation, classification, and categorization. They will create a written record of their discoveries, record any questions, and document new knowledge as they move through the scientific process of observing, recording data, making predictions, and analyzing changes. Students will create a flipbook that will incorporate their research of rocks and minerals. Included within the flipbook will be descriptions of rocks and minerals as well as identifying characteristics. A collaborative Rocks and Minerals "Game Show" (e.g., *Jeopardy*) will be developed by the students to further demonstrate and deepen their knowledge about rocks, minerals, as well as their writing, reading, and presentation skills. This "Game Show" will involve students in various and multiple roles: As master of ceremonies, director, advertising, question writing, fact checkers (to determine if participants answers will count as correct), producer(s), camera men, props, and sign card holders for the host(s). Students will practice the game show as contestants first, making revisions and changes as necessary to increase the understandability and playability of the game show. A Celebration of Learning Symposium will be held with the school community invited to visit the classroom displays of the books students read, visuals they studied, the "stuff" they observed and pondered over, and their writing pieces. Visitors to the symposium will be invited to play and/or watch a live recording of "The Rocks and Minerals Game Show".

Expedition One Enduring Understandings:
The surface of Earth is constantly changing and no feature on Earth is permanent.
Earth operates in cycles.
Rocks and Minerals are important aspects of the Earth's resources.
Rocks are classified by how they are formed.
The use of energy sources impacts our environment.

The Essential Questions that propel Expedition One consist of the following:
How are rocks the same and different?
What are the Earth's renewable and nonrenewable resources?
What can we do to save our resources?
How are rocks formed?
How are minerals formed?

Literacy Tools Used During Expedition One:

Best Practices in Writing Instruction will be based on the principles and tenets of:

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A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: Third Grade Expedition One

1A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**1A) Enduring Understandings:**	**1A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and	*Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.* *Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded

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non-fiction leveled texts matched to the needs of the student. Students will read various genres and text while they continue to maintain a reading portfolio, reading log, and reading journal. As students concentrate on rocks and minerals they will develop the skills and habits essential to understanding expository nonfiction. Direct, explicit instruction will develop student's ability to "read" illustrative portions of the text carefully (photographs, quotes, timelines, charts, and maps). Learning the structure of expository texts will aid their understanding: How an author uses bolded or highlighted words and phrases, titles, subtitles, photos, captions, and charts; how to scan across the page, determining importance of information to find the main idea and supportive details; questioning and talking back to the text; figuring out and using new content-specific vocabulary; and applying analytical thinking skills to compare and contrast, rank or categorize. Working in small groups or with partners, students will practice how to read a chunk of text, pause to recall content in summary form (main idea = boxes and supporting details = bullets) and then list information (mentally). They will learn and practice not only how to paraphrase and synthesize but also how to think and talk about the texts they are reading, notice places in the text where they are drawn in, question the information they are reading, and seek out more information in order to draw appropriate conclusions. Partner conversations will use conversational prompts as an aid to elaborating on their thinking such as; "I can picture how this goes; It probably…; This makes me think…; This makes me realize…; I used to think, but now I am understanding…; Maybe it is because…; My ideas about this are complicated. On one hand…but then again, I also think… Vocabulary work will focus on using text features and context clues to help understand new vocabulary but will also include techniques for teaching the words to a partner. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Potential word study mini-lessons could be designed to help students tackle challenging words; substitute the hard word with a synonym, decoding strategies, using the marginal glossary or glossary in	*Fluent readers group words quickly to help them gain meaning from what they read.* *Good readers employ strategies to help them understand text.* *Strategic readers can develop, select, and apply strategies to enhance their comprehension.* *Words powerfully affect meaning.* *A writer selects a form based on audience and purpose.* **1A) Essential questions:** How does understanding a text's structure help me better understand its meaning? How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words? Why does a writer choose a particular form of writing? **1A) Learning Targets:** *I can…* • Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary. • Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes). • Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships. • Demonstrate competent, active word solving while reading at a good pace-less overt problem solving. • Self-correct when errors detract from the meaning of the text. • Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information).	from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities

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the back of the book, as well as using text features to determine meaning. This will require each student to: • CC3RL1 • CC3RL3 • CC3RL4 • CC3RL5 • CC3RL7 • CCSRI1 • CC3RI2 • CC3RI4 • CC3RI5 • CC3RI7 • CC3RI8 • CC3RI9 • CC3RF3 • CC3RF3a • CC3RF3c • CC3RF3d • CC3RF4 • CC3RF4a • CC3RF4c • CC3W1 • CC3W2 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b	• Consistently check on understanding and search for information when meaning breaks down. • Use multiple sources of information together to solve new words. • Search for information in illustrations to support text interpretation. • Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures). • Use chapter titles as to foreshadow content. • Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses). • Follow and remember a series of events over a longer text in order to understand the ending. • Report episodes in a text in the order they happened. • Summarize ideas from a text in the order they happened. • Summarize ideas from a text and tell how they are related. • Summarize a longer narrative text with multiple episodes. • Understand the problem of a story and its solution. • Demonstrate phrased, fluency oral reading. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate awareness of the function of the full range of punctuation. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use punctuation. • Quickly and automatically solve most words	Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC3L1d • CC3L1e • CC3L2 • CC3L2a • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L5 • CC3L5b • CC3L6	in the text in a way that supports fluency. • Slow down to search for information and resume normal pace of reading again. • Use text structure to predict the outcome of a narrative. • Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts. • Bring background content knowledge to the understanding of a text before, during and after reading. • Make connections between the text and other texts that have been read or heard. • Differentiate between what is known and new information. • Demonstrate learning new content from reading. • Express changes in ideas after reading a text. • Demonstrate understandings of characters, using evidence from text to support statements. • Generate or react to alternative understandings of a text. • Identify significant events and tell how they are related to the problem of the story or the solution. • Notice aspects of genres (fiction, nonfiction, realistic stories, and fantasy). • Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Identify important aspects of illustrations and notice variety in layout. • Notice and interpret some figurative language and discuss how it adds to the enjoyment or understanding of text. • Describe the problem of a story.	

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	• Understand the relationship between the setting and the plot of a story. • Identify the point in the story when the problem is resolved. • State opinions about a text and show evidence to support them. • Discuss the quality of illustrations or graphics. • Hypothesize how characters could have behaved differently. • Judge the text as to whether it is interesting, humorous, or exciting, and specify why.	
1B) Research and Creation of FlipBook Students will progress through a research cycle beginning with collecting information through reading and fieldwork, learning new vocabulary, and creating essential questions to be answered, moving into how to quickly walk through a book, break apart a topic into smaller, more specialized and manageable subtopics, and finishing the research cycle with synthesizing and analyzing information across texts and genres, including video and internet for publication. The Flip Book interactive tool on www.readwritethink.org is designed to allow students to type and illustrate tabbed flipbooks up to ten pages long. Students can use this resource for taking notes while reading, making picture books, collecting facts, or creating question and answer booklets. There are nine different layouts to choose from as students create their book pages. Students will be prompted to guide their research by generating meaningful, powerful, and possibly essential questions. They will learn to do this by looking over their notes and forming questions such as; "What information do I know about this topic; What am I curious to learn more about; What questions do I have; How might I find some of the answers to my questions; What are my hypotheses to my questions; What are the characteristics that make this rock or mineral unique; and What are some of the similarities and differences between these (rock or mineral samples)?" Students will practice how to compare, contrast, rank, order, and categorize the information they are gaining through book comparisons and present their thinking with	**1B) Enduring Understandings:** *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Interpretations of text involve linking information across parts of a text and determining importance of the information presented.* *Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.* *There are many reasons to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.* *Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.* *Researchers gather and critique information on a topic from a variety of sources for specific purposes.* *Writing is the process of communicating in print for a variety of audiences and purposes.* **1B) Essential Questions:** How do letter patterns and sounds help me learn to read and spell words? What strategies do I use when I do not understand what I am reading?	**1B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions

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evidence form the text. As students create their flipbook, they will move through all phases of the writing process. Students will determine, as the writer, what they aim to teach their readers about rocks and minerals. Students will explore and develop their writing-to-learn strategies for dividing information in different ways and then begin to write based on these structures. This strategies could include: T-charts, webbing, timelines, annotated sketches, teaching information to another person to rehearse for writing by listing points across their fingers, using gestures and drama to reenact, referring to drawings and diagrams and using an explaining voice in conversations with peers and adults. As students ask themselves, "What kind of text will this be?" they will create outlines of a draft, collect information, and then write. Strategies for elaborating such as embedding anecdotes into the text, taking what they know about small-moment writing to craft little stories that illustrate their topic, relating whatever was just "said" (as an author speaks to their reader) to a fact or idea the reader may know, and through evaluating information or giving an opinion. This project will require each student to: • CCSRI1 • CC3RI2 • CC3RI3 • CC3RI4 • CC3RI5 • CC3RI7 • CC3RI8 • CC3RI9 • CC3RI10 • CC3RF3 • CC3RF3a • CC3RF3c • CC3RF3d • CC3RF4 • CC3RF4a • CC3RF4c • CC3W1 • CC3W1a	How do I know when or if I do not understand what I am reading? Why do I need to evaluate what I read? How do I prepare for reading and writing? What new meaning did I make from combining evidence in the text and my background knowledge? How do readers construct meaning from text? Why conduct research? How do good writers express themselves? How do writers develop a well-written product? How do rules of language affect communication? **1B) Learning Targets:** *I can…* • Follow, remember, and discuss a longer series of events in a text. • Write summaries reflecting understanding of graphic features (*lables, heading, subheading, sidebars, legends*). • Accurately reflect information from a text. • Notice and sometimes use new words from a text. • Use new vocabulary words appropriately to reflect meaning. • Reread to remember what has been written. • Report information from a text or summarize it in a few sentences. • Revisit texts for ideas or to check details when writing or drawing. • List significant events in a story or ideas in an informational text. • Provide evidence form the text or from personal experience to support written statements about a text. • Express connections to prior knowledge, to other texts, and to personal background or experience. • Identify and record in notes new information and understandings gained from reading a	Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC3W1b • CC3W1d • CC3W2 • CC3W2a • CC3W2b • CC3W2d • CC3W4 • CC3W5 • CC3W6 • CC3W7 • CC3W8 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b • CC3L1d • CC3L1e • CC3L2 • CC3L2a • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b	text. • Relate important ideas in a text to each other or to other texts. • Interpret or respond to illustrations and relate ideas in graphics and print. • Describe implications of factual information. • Describe the relationships between illustrations and text. • Write opinions about a text and back them up with specific information or reasons. • Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solution. • Compare two or more writers with graphic organizers or drawings. • Recognize and use letters that represent no sound in words (*lamb, light*). • Understand and use all sounds related to the various consonants and consonant clusters. • Recognize and use vowel sounds in open syllables (CV: *ho-tel*). • Recognize and use vowel sounds in closed syllables (CVC: *lem-on*). • Recognize and use vowel sounds with r (*car, first, hurt, her, corn, floor, world, near*). • Recognize and use letters that represent the wide variety of long and short vowel sounds. • Employ self-monitory strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (intentionally work toward automatic knowledge of the five hundred most frequent). • Break words into syllables to read or write them. • Use known words and word parts (onsets and rimes) to help in reading and spelling new words (*br-ing, cl-ap*).	

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• CC3L4c • CC3L4d • CC3L5 • CC3L5b • CC3L5c • CC3L6	• Notice patterns and categorize high-frequency words to assist in learning them quickly. • Recognize base words and remove prefixes and suffixes to break them down and solve them when reading and writing.	
1C) Rocks and Minerals Game Show A collaborative Rocks and Minerals "Game Show" (e.g., *Jeopardy*) will be developed by the students to further demonstrate and deepen their knowledge about rocks and minerals, as well as their writing, reading, and presentation skills. Students will be involved in the creation of categories and questions, developing accurate, factual answers, set design, copy writing, and advertising as they plan for the Game Show. With adult prompting and support, students will determine the roles or "jobs" necessary for a successful game show experience to include, but not limited to: Master(s) of ceremonies, director, advertising, question writing, fact checkers (to determine if participants answers will count as correct), producer(s), camera men, props, and sign card holders for the host(s). Students will practice the game show as contestants first, making revisions and changes as necessary to increase the understandability and playability of the game show. This project will require each student to: • CC3RL1 • CC3RL4 • CCSRI1 • CC3RI4 • CC3RI7 • CC3RF3 • CC3RF4 • CC3RF4a • CC3W2 • CC3W2a	**1C) Enduring Understandings:** *Good researchers start with a clear purpose, topic, and audience when doing research.* *Good research comes from a variety of sources.* *Good research is shared in effective ways with intended audiences and for specific purposes.* *Good researchers check information for accuracy and validity.* *Good researchers employ strategies to help them research information.* *Questioning is at the heart of all learning.* *Written communication of inquiry represents solutions to problems, clarifications of issues, and answers to questions.* *To be effective, writing must be a sufficiently developed, coherent unit of thought.* *Effective communication skills are necessary to convey meaning and understanding to others.* **1C) Essential Questions:** Why conduct research? Why use technology for research? In what ways do researchers gather information? How does a researcher know information is accurate? What is the relationship between speaker and listener (e.g., interviewer and interviewee)? How is information organized? Why is information organized in different ways? What questioning techniques are most effective to gain information?	**1C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work

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• CC3W2b • CC3W2d • CC3W4 • CC3W5 • CC3W6 • CC3W7 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL5 • CC3SL6 • CC3L1 • CC3L2 • CC3L3 • CC3L3a • CC3L3b • CC3L6	What skills are necessary to give and seek information in conversations, group discussions, and in oral presentations? How can writing communicate ideas and deepen understanding? How do I best communicate? **1C) Learning Targets** *I can…* • Understand how the purpose of the writing influences the selection of genre. • Write with a specific reader or audience in mind. • Generate and expand ideas through talk with peers and teacher. • Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting. • Reread a writer's notebook to select topics. • Use sketching, webs, lists, and free writing to think about, plan for, and try out writing. • Select topic for informational writing and state what is important about the topic. • Stay focused on the topic. • Take notes or make sketches to help in remembering information. • Participate actively in experiences and remember details that contribute to writing and drawing. • Understand the role of the writer, teacher, or peer writer in conference. • Know how to use an editing and proofreading checklist. • Present ideas in logical order across the piece. • Reread a piece of writing and ask oneself- Have I made clear what I want readers to understand?	Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	• Expand information through adding details or examples. • Delete words or sentences that do not make sense. • Move sentences around for better sequence. • Edit for capitalization, punctuation, and sentence sense. • Include graphics or illustrations as appropriate to the text. • Begin to understand the importance of citing sources of information. • Understand writing as a vehicle to communicate meaning. • Self-evaluate own writing and talk about what is good about it and what techniques were used. • Show ability to discuss what one is currently working on in a writer's conference. • Seek feedback on writing. • Use language from informational texts when writing. • Use words that describe (adjectives and adverbs). • Use language appropriate to oral presentation words (rather than literary language or slang). • Use content-specific words when needed to explain a topic. • Listen actively to others read or talk about writing and give feedback. • Listen with attention and understanding to oral reading of personal writing, stories, poems, and informational texts. • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different context. • Speak clearly enough to be understood by	

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	others in conversation. • Engage in the turn taking of conversation. • Actively participate in conversation; listening to and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Ask clear questions during partnership, small group, and whole class discussion. • Ask questions for clarification to gain information. • Participate actively in small group, partnership, and whole class discussion. • Use grade level-appropriate specific vocabulary when talking about texts *(title, author, character, etc.*). • Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Vary the voice to emphasize important aspects of events or people. • Report information in an interesting way. • Have a topic or story in mind before starting to speak. • Have an audience in mind before starting to speak. • Maintain a clear focus on the important or main ideas. • Use visual displays as appropriate. • Use illustrations as appropriate to communicate meaning. • Identify and acknowledge sources of the information included in oral presentations. • Use mouse or keyboard effectively to move around the computer screen and search for information.	

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	• Bookmark approved sites. • Use word-processing programs to produce drafts. • Use simple word-processing programs to prepare some pieces for publication. • Use spell check.	
1D) Celebration of Learning Event Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition One. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but the drafts and process of learning experienced. This particular Celebration of Learning Symposium will include visits to classroom displays of the books students read, visuals they studied, the "stuff" they observed and pondered over, and their writing pieces, including the flipbook. Visitors to the symposium will be invited to play and/or watch a live recording of "The Rocks and Minerals Game Show". This project will require each student to: • CC3RF3 • CC3RF4 • CC3W4 • CC3W5 • CC3W6 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4	**1D) Enduring Understandings:** *Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.* *The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.* *Effective communication demands clear, concise, coherent, and accurate writing and speaking skills.* *Technology is constantly changing and requires continuous learning of new skills.* *Successful communication involves knowing how, when, and why to convey a message to different audiences.* *Language reflects and is influenced by the culture in which it is found.* *Effective listeners are able to interpret and evaluate increasingly complex messages.* **1D) Essential Questions:** How can I become an effective communicator? How do I know when I am communicating clearly? How do I know when I am not communicating clearly? What skills do I need to use technology effectively? How will I capture and maintain the audience's attention? How should I say this word, phrase, and/or sentence? How do I develop communicative competence? How does a listener understand a message?	**1D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs

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• CC3SL5 • CC3SL6 • CC3L1 • CC3L3 • CC3L3a • CC3L3b • CC3L6	**1D) Learning Targets:** *I can …* • Generate and expand ideas through talk with peers and teacher. • Stay focused on the topic. • Take notes or make sketches to help in remembering information. • Participate actively in experiences and remember details that contribute to writing and drawing. • Expand information through adding details or examples. • Listen actively to others read or talk about writing and give feedback. • Listen with attention and understanding to oral reading of personal writing, stories, poems, and informational texts. • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different context. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Actively participate in conversation; listening to and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Ask clear questions during partnership, small group, and whole class discussion. • Ask questions for clarification to gain information. • Participate actively in small group, partnership, and whole class discussion. • Use grade level-appropriate specific vocabulary when talking about texts *(title, author, character, etc.*).	Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	• Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Vary the voice to emphasize important aspects of events or people. • Report information in an interesting way. • Have a topic or story in mind before starting to speak. • Have an audience in mind before starting to speak. • Maintain a clear focus on the important or main ideas.	

Third Grade Mid-Year Off- Expedition: It's Elementary My Dear Watson!

Timeline: Approximately January through mid-February for six weeks located between the end of Expedition One and the beginning of Expedition Two.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will experience the wonder of mysteries all around them as they embark on this exploration and discovery of mysteries in their world, writing, and reading. Mysteries aid in training students to look for clues and details in our real lives that tell us more than someone else might see. Students will notice and think more deeply about things someone else might pass by and solve problems in their own lives by rethinking and pondering these. Mysteries provide a wealth of opportunity to strengthen student's attention to detail, to question as they read, to read longer phrases of text, and to read books in a series. Mystery books within a series repeat the main characters, some secondary characters, and tend to follow a distinct problem-solution pattern allowing students to predict how a character might act or what they might say because they have had encounters with the habits of these characters in previously read books. Students will explore the mystery genre in reading and writing activities but will also be encouraged to wonder, ask questions, and seek answers to things or ideas that they find mysterious about the natural world and their environments. Activities and explorations include oral and written book reviews, the creation of a mystery box based on personal reading of a mystery book, a detective's handbook, and a mystery puzzle, card game, and/or board game to share with their peers. Websites that will be helpful to these integrated literacy projects include: http://kids.mysterynet.com and www.readwritethink.org.

Mid-Year Off-Expedition Enduring Understandings:
Literature helps us learn about life.
Literary elements differ across genres and understanding the unique characteristics of a particular genre enhances comprehension.
Reading mysteries aids in training students to look for clues and details in their own lives.
Writing is both a thinking and communication process.
The writing process contributes to the development of the writer as an effective communicator.

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The Essential Questions that propel the Mid-Year Off-Expedition consist of the following:
What can we learn about problem solving from reading and analyzing mysteries?
What are the characteristics of mysteries?
What reading strategies are most useful for the comprehension of mysteries?
How can I use the writing process to become a more effective writer?

Literacy Tools Used During Mid-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

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Integrated Language Arts Projects: Mid-Year Off-Expedition Third Grade

Mid-Year A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will read mystery books as stand alones and in a series while they continue to maintain a reading portfolio, reading log, and reading journal. Students will be able to sort out the clues in their favorite mysteries or develop outlines for their own stories by using the Mystery Cube found at www.readwritethink.org. This interactive tool helps students identify mystery elements, practice vocabulary from this popular genre, and sort and summarize information. Specific prompts ask students to describe the setting, clues, crime or mystery, victim, detective, and solution. Mini-lessons will focus on reading for clues, stepping into the main detective's shoes to "solve" the mystery alongside the character, reading with suspicion, and retracing our steps (rereading) to verify or revisit clues. As students read multiple books in a mystery series they will be encouraged to use graphic organizers to notice the pattern typically found in these books as well as the habits of the main character and his/her sidekicks. Mysteries aid in training students to look for clues and details in our real lives that tell us more than someone else might see. Students will work in small book clubs and with partners to discuss, question, and confirm their predictions and clue sets. Vocabulary work will focus on words and their meanings specific to the mystery genre (*detective, sleuth, red herring, suspects).* Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. This will require each student to:

Mid-Year A) Enduring Understandings:
Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
Words are made of sounds.
Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.
Fluent readers group words quickly to help them gain meaning from what they read.
Good readers employ strategies to help them understand text.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Words powerfully affect meaning.
Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.

Mid-Year A) Essential Questions:
How does understanding a text's structure help me better understand its meaning?
How do letters represent sounds?
How do I figure out a word I do not know?
How does fluency affect comprehension?
What do readers do when they do not understand everything in a text?
Why do readers need to pay attention to a writer's choice of words?
How do readers construct meaning from text?

Mid-Year A) Learning Targets:
I can…

- Begin to notice new and interesting words and add them to speaking or writing vocabulary.

Mid-Year A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

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- CC3RL1
- CC3RL3
- CC3RL4
- CC3RL5
- CC3RL6
- CC3RL7
- CC3RL9
- CC3RL10
- CCSRI1
- CC3RI2
- CC3RI4
- CC3RI5
- CC3RI6
- CC3RI7
- CC3RI8
- CC3RI10
- CC3RF3
- CC3RF3a
- CC3RF3b
- CC3RF3c
- CC3RF3d
- CC3RF4
- CC3RF4a
- CC3RF4c
- CC3W1
- CC3W3
- CC3W3a
- CC3W3b
- CC3W3c
- CC3W3d
- CC3W4
- CC3W8
- CC3W10
- CC3SL1
- CC3SL1a
- CC3SL1b
- CC3SL1c

- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes).
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word.
- Realize that words in print are partially defined by illustrations in graphic texts.
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- Derive meaning of new words from graphics.
- Respond to plot tension or suspense by reading on to seek resolutions to problems.
- Process a wide range of dialogue, some unassigned.
- Search for information in a sequence of action.
- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending.
- Identify and understand sets of related ideas organized into categories.
- Summarize a text at intervals during the reading of a longer text.
- Summarize longer narrative texts with multiple episodes either orally or in writing.
- Identify important ideas in a text and report them in an organized way, either orally or in writing.
- Demonstrate phrased, fluent oral reading.
- Read dialogue with phrasing and expression that reflects understanding of characters and events.
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- Read with high accuracy in a way that supports fluency.

Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year A) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b • CC3L1c • CC3L1d • CC3L1e • CC3L1f • CC3L1h • CC3L1i • CC3L2 • CC3L2a • CC3L2b • CC3L2c • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c • CC3L4d • CC3L5 • CC3L5a • CC3L5b • CC3L5c • CC3L6	• Read silently and orally at an appropriate rate (not too fast and not too slow) for comprehending. • Demonstrate different ways of reading related to the mystery genre. • Realize that meaning must be derived from illustrations (usually combined with print) in graphic mystery texts. • Continue to support predictions with evidence form the text what characters will do based on the traits revealed by the writer. • Make connections between the text and other texts that have been read or heard and demonstrate in writing. • Differentiate between what is known and new information. • Demonstrate understanding of characters, using evidence from text to support statements. • Infer characters' feelings and motivations through reading their dialogue. • Infer cause and effect in influencing characters' feelings or underlying motives. • See changes in characters across time and articulate possible reasons for development. • Generate or react to alternative understandings of a text. • Infer causes of problems or of outcomes in a mystery. • Identify significant events and tell how they are related to the problem of the story or the solution. • Notice aspects of a writer's style after reading several texts by the author. • Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text. • Notice descriptive language and discuss how it adds to enjoyment of a text.	

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- Describe the problem (mystery) of a story.
- Describe the way the problem (mystery) was solved.
- State opinions about a text and show evidence to support them.
- Hypothesize how characters could have behaved differently.
- Evaluate aspects of a text that add to the enjoyment (e.g., humorous, characters, or situations).

Mid-Year B) Mystery Box

As book clubs, partnerships, and individuals finish reading their mystery stories or have read several mysteries in a series, they will develop a Mystery Box to accompany the book(s). After discussing the text(s) with a partner or their book group, students will individually compose sentences about key events from the story. Each student creates and/or adds items to a mystery box, a box that holds items or pictures referenced in the story. Students will use their mystery boxes to retell the story to a classmate or group of peers. As a culminating activity, students use the items within the mystery boxes to aid in their composition of a book review. This project will require each student to:

- CC3RL1
- CC3RL3
- CC3RL4
- CC3RL5
- CC3RL6
- CC3RL7
- CC3RL9
- CC3RL10
- CC3RF3
- CC3RF3a
- CC3RF3b
- CC3RF3c
- CC3RF3d

Mid-Year B) Enduring Understandings:

The critical process of observing, describing, analyzing, and interpreting, and evaluating leads to informed judgments regarding the relative merits of a text.

The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed decisions.

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and context.

Rules, conventions of language, help readers understand what is being communicated.

A writer selects a form based on audience and purpose.

Questioning and contributing help speakers convey a message, explore issues, and clarify thinking.

Mid-Year B) Essential Questions:

How do I know whether or not my decisions are valid?
What is the difference between a thoughtful and a thoughtless judgment or decision?
How do good writers express themselves?
How does process shape the writer's product?

Mid-Year B) Formative Assessments:

Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics

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- CC3RF4
- CC3RF4a
- CC3RF4c
- CC3W1
- CC3W1a
- CC3W1b
- CC3W1c
- CC3W1d
- CC3W3
- CC3W3a
- CC3W3b
- CC3W3c
- CC3W3d
- CC3W4
- CC3W5
- CC3W8
- CC3W10
- CC3SL1
- CC3SL1a
- CC3SL1b
- CC3SL1c
- CC3SL1d
- CC3SL2
- CC3SL3
- CC3SL4
- CC3SL6
- CC3L1
- CC3L1a
- CC3L1b
- CC3L1c
- CC3L1d
- CC3L1e
- CC3L1f
- CC3L1h
- CC3L1i
- CC3L2
- CC3L2a
- CC3L2b

How do writers develop a well-written product?
How do rules of language affect communication?
Why does a writer choose a particular form of writing?
When is it appropriate to ask questions?
How do speakers express their thoughts, feelings, and opinions?

Mid-Year B) Learning Targets:
I can…

- Understand the meaning of the words during reading.
- Notice that words have multiple meanings and use this knowledge to understand and interpret a text.
- Reflect meaning with the voice through pause, stress, and phrasing.
- Recognize and use simple punctuation (reflecting it in the voice while retelling).
- Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words.
- Remember and emphasize important parts of the text.
- Use voice quality and volume to reflect inferences as to characters' attributes, feelings, and underlying motivations.
- Express personal connections through discussion and use to inform during oral presentation.
- Recognize and identify parts of stories, such as beginning, series of events, and endings.
- Begin to understand the subtle changes in meaning that a writer can convey through word choice.
- Notice when the writer has used words with different connotations and reflect understanding when retelling.

Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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- CC3L2c
- CC3L2d
- CC3L2e
- CC3L2f
- CC3L2g
- CC3L3
- CC3L3a
- CC3L3b
- CC3L4
- CC3L4a
- CC3L4b
- CC3L4c
- CC3L4d
- CC3L5
- CC3L5a
- CC3L5b
- CC3L5c
- CC3L6

Mid-Year C) Detective Handbook

Students will create a Detective's Handbook based on the mystery they read, adding a new entry every few days. Handbook entries could include a table of contents, expository writing about the sleuth's character traits and how they contribute to his/her strengths and weaknesses as a detective, the kind of mystery the sleuth is trying to solve, or how the sidekick contributes or hinders the solution; descriptive writing about the crime scene could include action verbs, "show not tell", and sensory detail; a mini-essay that supports their hunches with clues found throughout the story; a wanted poster of the villain might include an illustration, description of character traits and physical description, the "value" of the villain and if there is a public reward for the capture of the perpetrator of the crime; a detective's log which records the date, amount of pages read, time frame, and the actions of the detective and/or criminal involved in the mystery; a "how-to" paragraph describing how the mystery was solved; and/or a

Mid-Year C) Enduring Understandings:
Different forms of writing are appropriate for different purposes and audiences and have different features.
Sentences must be complete and clear.
Variety in sentence structure helps to engage the reader and make meaning more clear.
To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
Writers need to choose their words/language with care, depending on the content, purpose and audience.
Writers need to use correct spelling, punctuation, and capitalization.
Effective collaboration requires that we use what we know in order to compromise, cooperate, and show mutual respect.
People experience the same media message differently.
Selection of technology should be based on personal need, the audience, and purpose.

Mid-Year C) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter

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persuasive letter to the local Chief of Police to convince him/her who should be arrested and present evidence from the text. Students will present their detective handbooks during a video-recorded "infomercial" based on their handbook. This project will require each student to:

- CC3RL1
- CC3RL3
- CC3RL4
- CC3RL5
- CC3RL6
- CC3RL7
- CC3RL9
- CC3RL10
- CC3RF3
- CC3RF3a
- CC3RF3b
- CC3RF3c
- CC3RF3d
- CC3RF4
- CC3RF4a
- CC3RF4c
- CC3W1
- CC3W1a
- CC3W1b
- CC3W1c
- CC3W1d
- CC3W2
- CC3W2a
- CC3W2b
- CC3W2c
- CC3W2d
- CC3W3
- CC3W3a
- CC3W3b
- CC3W3c
- CC3W3d
- CC3W4

Mid-Year C) Essential Questions:
In what order should this material be arranged?
What is the overall message I wish to convey to the audience?
How does the character feel (at this point) and how should I convey that emotion?
What creative elements can we include in our production?
How can collaboration contribute to our success?
Why is it important to use correct spelling?
How can usage of spelling rules and patterns improve my writing?
What is the media message?
How do I choose which technological tools to use and when it is appropriate to use them?

Mid-Year C) Learning Targets:
I can…

- Listen attentively to presentations by the teacher and fellow students and be able to identify the main idea.
- Understand and interpret information presented in visual media.
- Describe cause-and-effect relationships.
- Predict and recall stories or events.
- Listen to remember, and follow directions (multiple steps).
- Use conventions of respectful speaking.
- Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others.
- Speak at an appropriate volume in different contexts.
- Speak clearly enough to be understood by

Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year C) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios

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• CC3W5 • CC3W6 • CC3W8 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b • CC3L1c • CC3L1d • CC3L1e • CC3L1f • CC3L1h • CC3L1i • CC3L2 • CC3L2a • CC3L2b • CC3L2c • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c • CC3L4d	others in conversation. • Engage in the turn taking of conversation. • Use appropriate ways to get a turn. • Actively participate in conversation; listening and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Use intonation and word stress to emphasize important ideas. • Have a topic in mind before starting to speak. • Maintain a clear focus on the important or main ideas when speaking. • Use language appropriate to oral presentation words (rather than literary language or slang). • Make brief oral reports that demonstrate understanding of a topic in addition to providing relevant facts and details. • Vary the voice to emphasize important aspects of events or people. • Tell stories and present facts in an interesting way. • Have a plan or notes to support presentation. • Use language from stories when retelling. • Use describing words. • Engage in role- play of characters or events encountered in stories. • Read aloud and discuss own writing with others. • Include important and appropriate details when summarizing texts. • Reread to remember what has been written. • Reread to assure accuracy of sentence	Rubrics AIMSWEB

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• CC3L5 • CC3L5a • CC3L5b • CC3L5c • CC3L6	structure and word use. • Write summaries that reflect literal understanding of a text. • Represent the important information about a fiction text (characters, events). • Include details that show a character's traits. • Revisit texts for ideas or to check details when writing or drawing. • Reflect both prior knowledge and evidence form the text in responses to texts. • Describe or illustrate characters' feelings and motivations, inferring them from the text. • Infer characters' feelings and motivations and include evidence from the text to support thinking. • Tell why some events in a story are important. • Write opinions about a text and back them up with specific information or reasons. • Select examples of the writer's use of language and write opinions about or responses to that language. • Make note of interesting new words and intentionally remember them to use in oral discussion or writing. • Use specific vocabulary to write about texts: *title, author, illustrator, cover, dedication, endpapers, author's note, illustrator's note, character, main character, setting, problem, events, resolution, theme, fiction/nonfiction, poetry, table of contents, topics.*	
Mid-Year D) Mystery Puzzle, Card Game, and/or Board Game After participating in and completing the previous literature projects, students will have ample amounts of information to use as they create a board game, card game, or puzzle based on their book or series of books. Working together, students will determine what type of project they want to create. Do they want to create a board game similar to Clue? Cranium?	**Mid-Year D) Enduring Understandings:** *Successful communication involves knowing how, when, and why to convey a message to different audiences.* *Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.* *Effective listeners are able to interpret and evaluate*	**Mid-Year D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults)

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Monopoly? Pictionary?; a card game such as Uno? Old Maid? Apples to Apples?; or a puzzle with each piece being a picture or text related to the story? After agreeing on the design of the project, students will need to develop the physical aspects such as the board or cards needed to play, dice or pawns, rules, and question cards needed to play their game. After constructing a draft, students will play the game to revise and edit their product for clarity and ease before publication. If the school has a SmartBoard, students can actually play a game of Clue to help follow a mystery and solve the clues interactively. This project will require each student to:

- CC3RF3a
- CC3RF3b
- CC3RF3c
- CC3RF3d
- CC3RF4
- CC3RF4a
- CC3RF4c
- CC3W4
- CC3W5
- CC3W6
- CC3W8
- CC3W10
- CC3SL1
- CC3SL1a
- CC3SL1b
- CC3SL1c
- CC3SL1d
- CC3SL2
- CC3SL3
- CC3SL4
- CC3SL6
- CC3L1
- CC3L1a
- CC3L1b
- CC3L1c
- CC3L1d
- CC3L1e

increasingly complex messages.
Oral discussion helps to build connections to others and create opportunities for learning.
Questioning and contributing help speakers convey a message, explore issues, and clarify thinking.
Writers select a form based on audience and purpose.

Mid-Year D) Essential Questions:
How do I develop communicative competence?
When does accuracy matter?
Can one hear but not listen?
How does a listener understand a message?
How can discussion increase our knowledge and understanding of an idea?
When it is appropriate to ask questions?
How do speakers express their thoughts and feelings?
Why does a writer choose a particular form of writing?

Mid-Year D) Learning Targets:
I can…

- Understand how the purpose of the writing influences the selection of board game, card game or puzzle.
- Write with a specific reader or audience in mind.
- Generate and expand ideas through talk with peers and teacher.
- Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting.
- Reread a writer's notebook to select topics.
- Use sketching, webs, lists, and free writing to think about, plan for, and try out writing.
- Stay focused on the topic.
- Take notes or make sketches to help in remembering information.
- Participate actively in experiences and remember details that contribute to writing

Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year D) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records

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• CC3L1f • CC3L1h • CC3L1i • CC3L2 • CC3L2a • CC3L2b • CC3L2c • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c • CC3L4d • CC3L5 • CC3L5a • CC3L5b • CC3L5c • CC3L6	and drawing. • Understand the role of the writer, teacher, or peer writer in conference. • Know how to use an editing and proofreading checklist. • Present ideas in logical order across the piece. • Reread a piece of writing and ask oneself- Have I made clear what I want readers to understand? • Expand information through adding details or examples. • Delete words or sentences that do not make sense. • Move sentences around for better sequence. • Edit for capitalization, punctuation, and sentence sense. • Listen actively to others read or talk about writing and give feedback. • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Speak at an appropriate volume in different context. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Actively participate in conversation; listening to and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Ask clear questions during partnership, small group, and whole class discussion. • Ask questions for clarification to gain information. • Participate actively in small group, partnership, and whole class discussion. • Use grade level-appropriate specific vocabulary when talking about texts *(title,*	Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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		author, character, etc.). • Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Maintain a clear focus on the important or main ideas.	

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Third Grade Expedition Two: Water Explorers

Timeline: Approximately mid-February through mid-May

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will explore the Christiana Creek, Delaware River, and Delaware Bay as they research the chronological heritage of Delaware in terms of early settlers and the promotion of industrialization along these vital water sources. An in-depth look at the DuPont family, the family ties and immense contributions to the development and success of the State of Delaware, will take place through research, interviews, fieldwork, and visits to Hagley Museum, Longwood Gardens, Nemours, and Winterthur. Students will research the DuPont family history from their arrival in Delaware to their current influence in the state. An interactive, chronological family tree, highlighting significant contributions made by members of the family to Delaware will be created by writing mini-biography "trading cards" about prominent family members and their contributions which will be placed in their proper slot along a timeline. Students will study two family members and then determine which one they would like to have included on the timeline and why they should be included. Students will need to determine if a person's contribution to Delaware's financial status is more important than another family member's contributions to the Arts and explain why. Students will use their persuasive writing talents to argue for the inclusion of family members on the timeline. A debate style format will be used in which students will present their DuPont family member's accomplishments to their peers and "campaign" for their inclusion on the timeline. A DuPont Family History book with copies of the persuasive essays and trading cards will be created for the classroom.

Expedition Two Enduring Understandings:

Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.
Thinking systematically means looking for the relationships between parts.
Earth's components form systems. These systems continually interact at different rates of time affecting the Earth regionally and globally.
Humans can alter the living and non-living factors within an ecosystem, thereby creating changes in the overall system.
There are varying perspectives on the meaning of historical events.

The Essential Questions that propel Expedition Two consist of the following:

What constitutes "evidence"?
When do you know you have enough and the right kind of evidence?
How can results be best justified and explained to others?
What makes a question scientific?
How is the overarching concept of systems related to design and technology?
How do changes in one part of an Earth system affect other parts of the system?
How do humans impact the diversity and stability of ecosystems?
Whose point of view matters?

Literacy Tools Used During Expedition Two

Best Practices in Writing Instruction will be based on the principles and tenets of:

A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)

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Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects

2A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**2A) Enduring Understandings**	**2A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided	*Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc.).* *Developing breadth of vocabulary dramatically improves*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults)

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reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will read various genres and text while they continue to maintain a reading portfolio, reading log, and reading journal. As students concentrate on biographies as a genre study with emphasis placed but not limited to biographies of the DuPont family, and the development of Delaware they will develop the skills and habits essential to understanding how to read biographies. The main goal is not to learn the content but rather to learn *how* to read the genre of biography. Students will learn how to use story grammar to determine importance, to synthesize, and to analyze critically across long stretches of text, and develop theories about them. Strategies and skills will focus on paying attention to details such as historical and political references; descriptions of places and events; the verification of facts against informational texts in print or on reputable Internet sites on the same era; the setting-the historical time and place in which the people lived; and the factors and events that trigger a person's decisions. Vocabulary work will focus on subtle yet significant differences between words like *determined* and *persistent* or *courageous* and *fearless*. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. This will require each student to: • CC3RL1 • CC3RL2 • CC3RL3 • CC3RL4 • CC3RL5 • CC3RL6 • CC3RL7 • CC3RL9 • CC3RL10	*reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.* *Different purposes to read include: reading to acquire new information and reading for personal fulfillment. The use of a variety of comprehension strategies greatly enhances understanding of text. Among these texts include fiction, non-fiction, classic and contemporary works.* *There are many reasons for students to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.* *Different forms of writing are appropriate for different purposes and audiences and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).* *To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.* *Writing can be used to make meaning of one's own experience, as well as of other information/ ideas.* *Different types of texts place different demands on the reader.* *Understanding text features, text structures, and characteristics associated with different text genres (including print and non-print) facilitates the reader's ability to make meaning of the text.* **2A) Essential Questions** How does understanding a text's structure help me better understand its meaning? How does knowledge of word parts increase vocabulary and deepen comprehension of text? What strategies are necessary for acquiring academic knowledge, achieving common academic standards, and learning independently? How much influence do individuals have in changing history? Are there general lessons to be learned from history?	Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records

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• CCSRI1 • CC3RI2 • CC3RI3 • CC3RI4 • CC3RI5 • CC3RI6 • CC3RI7 • CC3RI8 • CC3RI9 • CC3RI10 • CC3RF3 • CC3RF3a • CC3RF3b • CC3RF3c • CC3RF3d • CC3RF4 • CC3RF4a • CC3RF4c • CC3W1 • CC3W1a • CC3W1b • CC3W1c • CC3W1d • CC3W2 • CC3W2a • CC3W2b • CC3W2c • CC3W2d • CC3W3 • CC3W3a • CC3W3b • CC3W3c • CC3W3d • CC3W4 • CC3W8 • CC3W10 • CC3SL1 • CC3SL1a	Whose point of view matters? **2A) Learning Targets** *I can…* • Understand connotative meaning of words. • Understand words when used figuratively. • Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships. • Use the context of a sentence, paragraph, or whole text to determine the meaning of a word. • Read words hyphenated across lines and across pages. • Apply problem-solving strategies to technical words or proper nouns that are challenging. • Notice unusual use of words in graphic texts (e.g., onomatopoetic words). • Understanding words with multiple meanings. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use a full range of readers' tools to search for information and construct meaning (*table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references*). • Process a wide range of complex dialogue, some unassigned. • Form implicit questions and search for answers while reading. • Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered. • Identify and understand sets of related ideas organized into categories. • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Summarize a text at intervals during the reading of a longer text. • Demonstrate phrased, fluent oral reading.	Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b • CC3L1c • CC3L1d • CC3L1e • CC3L1f • CC3L1g • CC3L1h • CC3L1i • CC3L2 • CC3L2a • CC3L2b • CC3L2c • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c • CC3L4d • CC3L5 • CC3L5a • CC3L5b • CC3L5c • CC3L6	• Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font, bold, and italics as appropriate. • Adjust reading to process texts with difficult and complex layout. • Realize that meaning must be derived from illustrations (usually combined with print) in graphic texts. • Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts. • Justify predictions using evidence. • Make predictions based on illustrations in graphic texts. • Brink knowledge form personal experiences to the interpretation of characters and events that are not within the reader's experience. • Make connections between the text and other texts that have been read or heard and demonstrate in writing. • Specify the nature of connections (*topic, content, type of story, writer*). • Differentiate between what is known and new information. • Demonstrate learning new content from reading. • Demonstrate changing perspective as events in a story unfold. • Follow multiple characters in different episodes, inferring their feelings about each other. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Infer setting, characters' traits and feelings, and plot from illustrations in graphic texts. • Notice aspects of genres (*realistic and historical fiction, biography and other nonfiction, fantasy*). • Demonstrate the ability to identify how a text is organized.	

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	• Notice variety in layout (*words in bold or larger font, or italics, variety in layout*). • Notice aspects of a writer's style after reading several texts by the same author. • Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text. • Notice how the setting is important in a story. • Identify the author's explicitly stated purpose. • State opinions about a text and show evidence to support them.	
2B) Research and Creation of Trading Card Bios With guidance and support, students will select two members from the DuPont family and write mini-biographies. Using The Character Trading Cards tool found at www.readwritethink.org students will create their own biography character cards, which they can then print off, illustrate, and use on the interactive timeline. Specific prompts ask students to describe the character, look at his or her thoughts and feelings, explore how he or she develops, identify important thoughts and actions, and make personal connections to the character. The accompanying planning sheet allows students to draft and revise their work before going online to use the interactive. Students will gather information from numerous sources (short biographical excerpts can be found at *Yahooligans Directory, Kids Click!, or Ask Jeeves Kids*).This project will require each student to: • CCSRI1 • CC3RI2 • CC3RI3 • CC3RI4 • CC3RI5 • CC3RI6 • CC3RI7 • CC3RI8	**2B) Enduring Understandings:** *Reading is a process that includes: applying a variety to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.* *References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.* *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).* *Researchers gather and critique information from different sources for specific purposes.* *as well as of other information and ideas.* *Different types of structures are appropriate for different purposes, audiences, and different forms of writing.* *Standard grammar and usage are important in making meaning clear to the reader.* *Writers need to use correct spelling, punctuation, and capitalization.* *There are many reasons to write, including writing-to-learn, writing-to demonstrate learning, writing-to-persuade , and writing for authentic purposes and audiences.* *There are varying perspectives on the meaning of historical events.*	**2B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions

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	suffixes to break them down and solve them. • Use organization in writing that is related to purpose and genre. • Use graphics to provide information. • Communicate main points clearly when writing. • Use variety in sentence structure. • Show ability to vary the text by choosing alternative words (e.g., alternatives for *said*). • Learn new words from reading and try them out in writing. • Write with a unique perspective. • Write in a way that speaks directly to the reader. • Use conventional structure for both simple and compound sentences. • Use subject and verb agreement (*we were*). • Use prepositional phrases, adjectives, and adverbs appropriately. • Write in past tense (*I went home yesterday*). • Write in present tense (*Alligators eat…).* • Demonstrate knowledge of each component of the writing process.	
2C) Interactive Timeline and Debate Students will use the information they have obtained through their research, fieldwork, videos, texts, and/or interviews to bring their DuPont family member "to life" and engage in a filmed debate for their inclusion on the interactive timeline. Students will practice their persuasive writing techniques as they prepare for the debate by writing small essays. Prompts such as: "I learned from (person) that sometimes people…but instead, people should…"; "I learned from (the person) that in life, it is important to…"; "Even if you…, you should…"; "(Person) teaches us not only about…, but also about…"; and "When I first read about (person), I thought…but now I realize…" as they write. Once they are ready with their persuasive arguments, students will 'present' their DuPont family member to the group and	**2C) Enduring Understandings:** *Oral discussion helps to build connections to others and create opportunities for learning.* *Questioning and contributing help speakers convey a message, explore issues, and clarify thinking.* *A speaker's choice of words and style set a tone and define the message.* *A speaker selects a form and organizational pattern based on the audience and purpose.* *Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.* *Effective listeners are able to interpret and evaluate increasingly complex messages.*	**2C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts

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formally request inclusion on the interactive timeline. Students will need to present information about the individual, explain their contribution and why it is significant as well as why they should be included on the timeline. Following the presentations, students will vote for who they would like to have included on the timeline. If chosen, the mini-biography trading card will be placed on the timeline. Persuasive essays and a second copy of the card as well as family members' trading cards not chosen for the timeline will be used to create a DuPont Family History book for the classroom. This project will require each student to: • CCSRI1 • CC3RI2 • CC3RI3 • CC3RI4 • CC3RI5 • CC3RI6 • CC3RI7 • CC3RI8 • CC3RI9 • CC3RI10 • CC3RF3 • CC3RF3a • CC3RF3b • CC3RF3c • CC3RF3d • CC3RF4 • CC3RF4a • CC3RF4c • CC3W1 • CC3W1a • CC3W1b • CC3W1c • CC3W1d • CC3W2 • CC3W2a • CC3W2b	**2C) Essential questions:** How can discussion increase our understanding and knowledge of an idea? When is it appropriate to ask questions? How do speakers express their thoughts, feelings, and opinions? How does the choice of words affect the message? How does a speaker communicate so others will listen and understand the message? What is active listening? How does a listener understand a message? **2C) Learning Targets:** *I can…* • Write a narrative that is ordered by time. • Use a variety of beginnings to engage the reader. • Present ideas clearly and in logical sequence. • Introduce ideas followed by supportive details and examples. • Use time appropriately as an organizing tool. • Order the writing in ways that are characteristic to the genre (narrative or informational). • Use graphics (*diagrams, illustrations, photos, charts*) to provide information. • Use vocabulary specific to the topic or content. • Bring a piece to closure through an ending or summary statement. • Communicate main points clearly. • Provide supporting details that are accurate, relevant, and helpful. • Gather and internalize information and then write it in own words. • Introduce, develop, and conclude the topic. • Use memorable words or phrases. • Borrow a word, phrase, or sentence form their historical person. • Use language to create sensory images.	Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures

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• CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c • CC3L4d • CC3L5 • CC3L5a • CC3L5b • CC3L5c • CC3L6	and teacher • Identify the meaning or message to convey • Decide what is most important about a topic. • Use resources, including the Internet, to get information on a topic. • Stay focused on a topic. • Select details that will support the topic. • Change writing in response to peer or teacher feedback. • Know how to use an editing and proofreading checklist. • Write a draft or discovery draft (write fast and as much as possible on a topic). • Engage the reader with a strong lead. • Present ideas in logical order across the piece. • Reread each day before writing more. • Mark the most important part of a piece of writing. • Expand information through adding details, examples, or clarifying meaning for readers. • Delete words or sentences that do not make sense. • Move sentences around for better sequence. • Identify vague parts and provide specificity. • Add letters, words, phrases, or sentences using a caret or sticky note with an asterisk. • Use a spider leg or piece of paper taped on to insert text. • Understand that the writer show respect for the reader by applying what is known to correct errors. • Attend to the layout of text in final publication. • Take risks as a writer. • View self as a writer. • Write with initiative, investment, and independence. • Compare previous to revised writing and notice and talk about the differences. • State what was learned from each piece of writing.	
2D) Celebration of Learning Exhibition Each student will participate in a Celebration of	**2D) Enduring Understandings:** *Communication changes according to audience and purpose. Communication is a lifelong process, requiring reflective*	**2D) Formative Assessments:** *Student progress will be measured by:*

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Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but the drafts and process of learning experienced. This will require each student to: • CC3RF3 • CC3RF4 • CC3RF4a • CC3RF4b • CC3SL1 • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL5 • CC3SL6 • CC3L1 • CC3L3 • CC3L3a • CC3L3b • CC3L6	*thinking and interaction.* *Skilled speakers identify information important enough to share and make that information understandable and though provoking.* *Speaking is a way to express thinking and knowledge in all content areas.* *Technology is constantly changing and requires continuous learning of new skills.* *A technological tool is only as good as the person using it.* **2D) Essential Questions:** How does audience affect speaking style? Why is it important to organize and plan what I am going to say? How does my personal experience impact how I interpret what I hear? What is the overall message I wish to convey to the audience? What technological skills do I need? How do I choose which technological tool to use and when is it appropriate to use them? How can I transfer what I know to new technological situations and experiences? **2D) Learning Targets:** *I can…* • Generate and expand ideas through talk with peers and teacher. • Listen actively to others read or talk about writing and give feedback. • Listen with attention and understanding to oral reading of personal writing, stories, poems, and informational texts. • Use conventions of respectful speaking. • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others.	Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades

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	• Speak at an appropriate volume in different context. • Speak clearly enough to be understood by others in conversation. • Engage in the turn taking of conversation. • Actively participate in conversation; listening to and looking at the person who is speaking (*if appropriate*). • Listen to and build on the talk of others. • Ask clear questions during partnership, small group, and whole class discussion. • Ask questions for clarification to gain information. • Participate actively in small group, partnership, and whole class discussion. • Use grade level-appropriate specific vocabulary when talking about texts *(title, author, character, etc.*). • Relate or compare one's own knowledge and experience with information from other speakers. • Show enthusiasm while speaking about a topic. • Show confidence when presenting. • Vary the voice to emphasize important aspects of events or people. • Report information in an interesting way. • Have a topic or story in mind before starting to speak. • Have an audience in mind before starting to speak. • Maintain a clear focus on the important or main ideas.	**2 D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

Third Grade End-Of-The-Year: Social Issues

Timeline: For two-weeks beginning approximately in mid-May to the end of the school year.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will see that reading can help us deal with the issues of our lives as they shift their reading focus from reading for plot toward reading for ideas. Social issues will be the focus of this end-of-the-year exploration. The term "social issues" is used to refer to issues that affect a lot of people, not just one character. Issues such as fitting in, peer pressure, bullying, poverty, homelessness, joblessness, and racism. As they read and write across genres, students will combine poems and articles and other short texts with novels. Students will learn that by reading they can watch characters deal with social issues, and learn how to deal with the same issues. Stories remind us that we care very much about justice and injustice and about living lives of meaning and significance. Articles from children's magazines such as *Time for Kids, Scholastic News, WR News, Highlights*, and *New Moon* provide articles addressing this issues as well as online sites. As small groups of students form interests around common issues, they can use their writing to help think through their new ideas and concerns about the issues they have been studying across their books. Mini-social action projects could include e-mails or letters to congressmen and senators, presentations to the class, poster campaigns, or scripted and videotaped public service announcements.

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End-of-the-year Enduring Understandings:
Cultural perspectives are gained by using the language and through experience with its products and practices.
Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.
Citizens can influence government in many ways if they choose to participate.
The past influences the present and the future.
Individuals have the power to make positive changes in society.
Not all social problems can be solved.

The Essential Questions that propel this end-of-the-year expedition consist of the following:
How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?
What role does stereotyping play in forming and sustaining prejudices about other cultures?
Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?
How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?

Literacy Tools Used During End-of-the-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Third Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser

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Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction

Integrated Language Arts Projects: End-of-the-Year Off-Expedition

Ending A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will read various genres and text while they continue to maintain a reading portfolio, reading log, and reading journal. Students will learn how to look for social issues while reading, realizing that books can be about more than one thing at a time and readers can read for more than plot. Once students locate issues in their books, the next step is to find scenes where these issues are glaring, parts of the text that bother them, feel are unfair or seem implausible. Once identified the "crucial scenes" can be read closely to try and see what the character is going through, how they are reacting and what we might learn about the issue or group. What is the scene *really* trying to tell us? Strategies taught could include skills such as carrying an index card with them through and across books with text-specific big-ideas on the issues and ideas gathered by reading the text. As students realize some of groups are fixed (gender, race) while others are fluid (tennis player, teenager), they will

Ending A) Enduring Understandings:

Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
Words are made of sounds.
Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.
Fluent readers group words quickly to help them gain meaning from what they read.
Good readers employ strategies to help them understand text.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Words powerfully affect meaning.
Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.

Ending A) Essential questions:

How does understanding a text's structure help me better understand its meaning?
How do letters represent sounds?

Ending A) Formative Assessments:

Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions

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be encouraged to make webs, lists, Venn diagrams, or use other forms of graphic organizers to depict all the various groups to which they belong. Vocabulary work will focus on multiple meanings of words and understanding longer descriptive words, as well as content specific words related to social issues. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. This will require each student to:

- CC3RL1
- CC3RL2
- CC3RL3
- CC3RL4
- CC3RL5
- CC3RL6
- CC3RL7
- CC3RL9
- CC3RL10
- CCSRI1
- CC3RI2
- CC3RI3
- CC3RI4
- CC3RI5
- CC3RI6
- CC3RI7
- CC3RI8
- CC3RI9
- CC3RI10
- CC3RF3
- CC3RF3a
- CC3RF3b
- CC3RF3c
- CC3RF3d
- CC3RF4
- CC3RF4a

How do I figure out a word I do not know?
How does fluency affect comprehension?
What do readers do when they do not understand everything in a text?
Why do readers need to pay attention to a writer's choice of words?
How do readers construct meaning from text?

Ending A) Learning Targets:
I can…

- Notice new and interesting words, and add them to speaking or writing vocabulary.
- Demonstrate knowledge of flexible ways to solve words (*noticing word parts, noticing endings and prefixes*).
- Solve content-specific words, using graphics and definitions embedded in the text.
- Solve some undefined words using background knowledge.
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text.
- Understand longer descriptive words.
- Realize that words in print are partially defined by illustrations.
- Understand words that stand for abstract ideas (*freedom, persecution, loyalty*).
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- Process many long sentences *(fifteen or more words)* with embedded clauses *(parenthetical material, prepositional phrases, introductory*

Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Ending A) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC3RF4b • CC3RF4c • CC3W4 • CC3W10 • CC3SL1 • CC3SL1a • CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b • CC3L1c • CC3L1d • CC3L1e • CC3L1f • CC3L1g • CC3L1h • CC3L1i • CC3L2 • CC3L2a • CC3L2b • CC3L2c • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c	*clauses, series of nouns, verbs, or adverbs*). • Process texts that have many lines of print on a page. • Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending. • Use multiple sources of information (*language structure, meaning, fast word recognition*) to support fluency and phrasing. • Slow down or reread to solve words or think about ideas and resume good rate of reading. • Search for and use information to confirm or disconfirm predictions. • Draw conclusions from information. • Bring background knowledge to the understanding of a text before, during, and after reading. • Use knowledge form one text to help in understanding diverse cultures and settings encountered in new texts. • Mentally form categories of related information and revise them as new information is acquired across the text. • Express changes in ideas or knowledge after reading a text. • Synthesize information across a longer text. • Distinguish between fact and opinion. • Identify main ideas and supporting details. • State opinions about a text and show evidence to support them. • Evaluate the quality of a text. • Hypothesize how characters could	

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- CC3L4d
- CC3L5
- CC3L5a
- CC3L5b
- CC3L5c
- CC3L6

Ending B) Writing About The Issues: Formation of Social Issues Clubs

Students will continue to deepen their understanding of what it means to be members of many groups- gender, religion, race, class, etc., but also our hobbies and professions provide us with group memberships. Students will think about what groups they belong to and how those groups shape who they are and how they think through reading, writing, and discussion. Students will learn that talking about these issues can be a tricky business, but there are respectful ways of engaging in conversations about these types of issues. Questions can serve as entry points to difficult conversations, such as "Are we okay with how this group is being represented?"; "Does this fit with what we have seen in the world?"; "Is there something the author seems to want us to know about being a member of this groups?"; "Does this fit with out lives?"; "What kind of community is this?"; "What causes people to act this way?"; "What would happen if the character's group was "flipped," this is, if the girl character was a boy or a poor character rich?"; and "What does this say about what we believe?" As students begin to see the issues found in text in their own lives they can use their writing to help think through their new ideas and concerns about the issues they have been studying across their books. Small groups of students may gather together to learn more about a social issue they feel passionate about and create a plan to take action. Mini-social action projects could include e-mails or letters to congressmen and senators, presentations to the class, poster campaigns, or scripted and videotaped public service announcements. This project will require each student to:

have behaved differently.
- Assess whether a text is authentic and consistent with life experience or prior knowledge.

Ending B) Enduring Understandings:

Effective writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and context.

Rules, conventions of language, help readers understand what is being communicated.
A writer selects a form based on audience and purpose.
Oral discussion helps to build connections to others and create opportunities for leaning.
Questioning and contributing helps a speaker convey a message, explore issues, and clarify thinking.

Ending B) Essential questions:

How do writers express themselves?
How does process shape the writer's product?
How do writers develop a well-written product?
How do rules of language affect communication?
Why does a writer choose a particular form of writing?
How can discussion increase our knowledge and understanding of ideas?
When is it appropriate to ask questions?

Ending B) Formative Assessments:

Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards

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- CC3RL1
- CC3RL6
- CC3RL9
- CC3RL10
- CCSRI1
- CC3RI2
- CC3RI6
- CC3RI7
- CC3RI8
- CC3RI9
- CC3RI10
- CC3RF3
- CC3RF3a
- CC3RF3b
- CC3RF3c
- CC3RF3d
- CC3RF4
- CC3RF4a
- CC3RF4b
- CC3RF4c
- CC3W1
- CC3W1a
- CC3W1b
- CC3W1c
- CC3W1d
- CC3W2
- CC3W2a
- CC3W2b
- CC3W2c
- CC3W2d
- CC3W4
- CC3W5
- CC3W6
- CC3W7
- CC3W8
- CC3W10
- CC3SL1
- CC3SL1a

Ending B) Learning Targets:

I can…

- Have clear goals and understand how the goals will affect the writing.
- Write to meet the needs of a specific reader or audience.
- Look for ideas and topics in personal experiences, shared through talk and discussion with peers and adults.
- Explore relevant questions in talking about a topic.
- Identify the meaning or message to convey.
- Make diagrams to assist in planning.
- Try out new writing techniques.
- Make notes about crafting ideas.
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic.
- Choose a topic that is significant.
- Form questions to answer about a topic.
- Select the most important information when writing about a topic.
- Gather information (with teacher assistance) about a topic from books or the print and media resources while preparing to write about it.
- Select from a variety of forms the kind of text that will fit the purpose.
- Understand that illustrations play different roles in a text.
- Understand that other writers can be helpful in the process.
- Bring the piece to closure with an

Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Ending B) Summative Assessments:

Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
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Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC3SL1b • CC3SL1c • CC3SL1d • CC3SL2 • CC3SL3 • CC3SL4 • CC3SL5 • CC3SL6 • CC3L1 • CC3L1a • CC3L1b • CC3L1c • CC3L1d • CC3L1e • CC3L1f • CC3L1g • CC3L1h • CC3L1i • CC3L2 • CC3L2a • CC3L2b • CC3L2c • CC3L2d • CC3L2e • CC3L2f • CC3L2g • CC3L3 • CC3L3a • CC3L3b • CC3L4 • CC3L4a • CC3L4b • CC3L4c • CC3L4d • CC3L5 • CC3L5a • CC3L5b • CC3L5c	ending or final statement. • Maintain control of a central idea across the piece of writing. • Reread and revise the draft or rewrite sections to clarify meaning. • Change words to make the writing more interesting. • Use a number in the writing to identify a place to add information and an additional numbered paper to write the information to insert. • Reorder a piece by cutting it apart or laying out the pages. • Understand that the better the spelling and space between words, the easier it is for the reader to read it. • Edit for spelling errors. • Edit for capitalization. • Edit for end punctuation. • Edit for sentence sense. • Use simple spell check programs on the computer. • Use beginning reference tools. • Create drawings that are related to the written text and increase readers' understanding and enjoyment. • Provide important information in the illustrations. • Add labels or sentences to drawings as needed to explain them. • Write in a variety of genres. • Be willing to work at the craft of writing within the time available. • Recognize and use nouns, verbs, adverbs, and adjectives. • Recognize and use words to make comparison. • Recognize and form various tenses by adding endings (-es, -ed, -ing, -d) to	

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• CC3L6	verbs. • Understand the concept of plurals and plural forms. • Recognize and use possessives, contractions, suffixes, and prefixes.	

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Curriculum Framework for English Language Arts

School: Academia Antonia Alonso ***Curricular Tool: Various*** ***Grade: 4***

In the Expeditionary Learning school design, literacy creates cohesion between the various integrated content areas. As such, in each expedition students will be reading and writing fiction and non-fiction, speaking and listening in groups and independently, researching a variety of topics, developing their knowledge of words in a contextualized manner, and reflecting on their work to improve performance. In the younger grades, students will also be developing foundational skills in phonemic awareness and phonics. In addition, as a bilingual immersion school, language learning will be paramount to the instructional program. Children will come to the school on a variety of levels as native English and native Spanish speakers. Many children will be English Language Learners. With this diversity, the desire was to create an ELA curriculum map that is comprehensive and lists all of the standards that *could* be addressed in a given unit of study or expedition. As the teacher learns about her students and their needs, she can use this map to customize and differentiate the products around students' current levels of literacy performance, both meeting their needs and challenging them at the appropriate levels.

In the map below, each row is labeled A, B, C, etc. Each letter represents a chunk of literacy instruction that is project-driven. Unit titles will not be "Reading Non-fiction," or "Elements of Stories." Instead, students will reach standards through project-driven work, learning about reading non-fiction through the development of the project. Rows labeled as Pre-A, Pre-B, Pre-C etc. are chunks of instruction or projects that will happen at the beginning of the school year. Rows labeled as 1A, 1B, 1C, etc. are chunks of instruction that correspond to expedition one. Mid-year A, Mid-year B, Mid-year C projects will occur between expeditions. 2A, 2B, 2C, etc. identify the spring expedition. Ending A, Ending B, Ending C will occur at the end of the school year.

Fourth Grade Pre-Expedition: Native Plants at School- Creating an Outdoor Laboratory
Timeline: Beginning with the first day of school to mid-September for two weeks prior to Expedition One.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics and the Visual Arts, see the Master Curriculum Matrix.

Students will begin the school year immersed in a collaborative learning exploration designed to be not only an introduction to their new learning environment, peers, and adults in the school community but as an initiation in how to work collaboratively, compromise, build consensus, and manage time effectively as they work towards a common goal. Students will work together to design and create a garden landscape for the school community that will serve as an outdoor laboratory and extend learning for all ages. Field work will occur as they explore their community searching for and identifying native plants, visit the Delaware Center for Horticulture, the University of Delaware College of Agriculture and Natural Resources, as well as local gardening supply merchants. Local experts from the community will be invited to share their knowledge as they mentor the students during this project. The class community will determine which native plants they will use, know and use the scientific names of the plants, and explain the purpose of the plants (Shelter? Food for insects/birds? Energy savings?); study the USDA Planting Hardiness Zone to discover plants that would survive the climate of their school community; investigate building options (e.g., Container garden? Water garden? Raised bed garden?); determine materials needed and approximate cost in order to build the outdoor laboratory as well as the cost of plants and other materials; sketch a plot plan to scale for the landscaping; and develop a multimedia presentation to explain their choices, outline educational plans for the outdoor laboratory, as well as proposed costs. This presentation will be used to search for an organization to partnership with in order to create and maintain the outdoor lab. Once funding is secured, the entire process will be digitally recorded beginning with a summary (script to be written and recorded by the students) of what took place to plan the garden landscape, the media presentation, and the process of buying the materials, constructing the

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garden, and the growth and care of the plants. This learning exploration begins at this point but will continue throughout the year in order to document the changes that take place throughout the seasons.

Pre-Expedition Enduring Understandings:
Humans can alter the living and non-living factors within an ecosystem, thereby creating changes in the overall system.
Organisms and their environments are interconnected.
Change in one part of the system will affect other parts of the system.
Decision-making can be affected by a variety of influences.
Effective communication skills enhance a person's ability to express and defend their thoughts, beliefs, and ideas.

The Essential Questions that propel this Pre-Expedition consist of the following:
What is an ecosystem?
How do we impact the diversity and stability of ecosystems?
How can change in one part of an ecosystem affect change in other parts of the ecosystem?
How do I learn to stand for and communicate my thoughts, beliefs, and ideas to others in a respectful way?

Literacy Tools Used During Pre-Expedition:

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller

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The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Literature Discussion Groups
Portfolios
Learning Logs

Integrated Language Arts Projects: Pre-Expedition Fourth Grade

Pre-A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**Pre-A) Enduring Understandings:**	**Pre-A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading independence such as; finding just-right books, reading faster, stronger, and longer, setting goals, and rereading	*Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.* *Letters and letter combinations represent sounds.* *Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.* *Fluent readers group words quickly to help them gain meaning from what they read.* *Good readers employ strategies to help them understand text.* **Pre-A) Essential Questions:** How does understanding a text's structure help me better understand its meaning? What is the relationship between letters and sounds/ How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text?	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments

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to deepen understanding. Students will work with reading partners to learn about each other's reading histories, interests, and goals. Partnership skill lessons will focus on: How to ask questions of each other such as "What kind of person is the character?"; "Do you like him (or her)? Why or why not?"; "Why did the character do that?"; "How come the character is feeling that way?"; "Do you think he (or she) did the right thing?"; and "What do you think will happen next?"; How to prepare for their partner conversations by rereading their jottings, post-its, or through the use of theory charts; and How to listen to and extend each other's remarks with prompts such as; "What in the text makes you say that?" or "I thought that too because…" or "Another example of that is…". Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies such as what to do when they come to unfamiliar words in a text (chunk, use context, find parts they know to learn the parts they do not know, try it one way then another, using syllables, etc.). Vocabulary development will focus on multiple meanings of words; new vocabulary in their personal writing; synonyms, antonyms, and figurative language; and uncommon and unique nouns, verbs, and adjectives to increase their understanding and usage of new words and meanings. This will require each student to: • CC4RL1 • CC4RL2 • CC4RL3 • CC4RL4 • CC4RI1 • CC4RI2	**Pre-A) Learning Targets:** *I can…* • Understand connotative meaning of words. • Understand figurative use of words. • Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes). • Solve content specific words, using graphics and definitions embedded in the text as well as background knowledge. • Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text. • Understand words that stand for abstract ideas. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process a wide range of complex dialogue, some unassigned. • Form implicit questions and search for answers while reading. • Sustain attention to a text read over several days, remembering details in order to revise interpretations as new events are encountered. • Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending. • Summarize a text at intervals during the reading of a longer text. • Identify important ideas in a text and report them in an organized way. • Demonstrate phrased, fluent oral reading. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate appropriate stress on words, pausing,	Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC4RI3 • CC4RI4 • CC4RI5 • CC4RI7 • CC4RI8 • CC4RF3 • CC4RF4 • CC4RF4a • CC4RF4c • CC4W1 • CC2W2 • CC4W3 • CC4W4 • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L2 • CC4L2a • CC4L2b • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c	phrasing and intonation, using size of font, bold, and italics as appropriate. • Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction. • Adjust reading to process texts with difficult and complex layout. • Realize that meaning must be derived from illustrations (usually combined with print) in texts. • Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts. • Search for and use information to confirm or disconfirm predictions. • Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics. • Bring background knowledge o the understanding of a text before, during, and after reading. • Make connections between the text and other texts that have ben read or head and demonstrate in writing. • Mentally form categories of related information and revise them as new information is acquired across the text(s). • Express changes in ideas or opinions after reading a text and say why. • Infer cause and effect in influencing characters' feelings or underlying motives. • Infer characters' feelings and motivations through reading their dialogue and what other characters say about them. • Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Identify significant events and tell how they are	

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• CC4L5 • CC4L5c • CC4L6	related to the problem of the story or the solution. • Identify main idea and supporting details. • Identify author's explicitly stated purpose. • Understand how the writer built interest and suspense across a story. • State opinions about a text and show evidence to support them. • Evaluate the quality of illustrations or graphics. • Assess how graphics add to the quality of the text or provide additional information. • Notice the author's qualifications to write an informational text. • Hypothesize how characters could have behaved differently. • Evaluate aspects of a text that add to enjoyment (e.g., a humorous character) or interest (plot or information). • Assess whether a text is authentic and consistent with life experience or prior knowledge (e.g., in historical fiction).	
Pre-B) Broad Research: Field Work, Local Experts, and Print Resources Students will participate in varied research activities to gather information for this exploration. The whole class will participate in field work through exploring their community during nature walks and visiting sites such as the Delaware Center for Horticulture, the University of Delaware College of Agriculture and Natural Resources, as well as local gardening supply merchants. Students will break into two groups: A native plant study group and A garden option study group. Each group will conduct their focused research through various print and Internet resources as well as interviews with local experts. The two study groups will present their research to each other, making recommendations based on their research and group consensus. After the information has been evaluated, a	**Pre-B) Enduring Understandings:** *Researchers gather and critique information from different sources for specific purposes.* *The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments and decision making.* *Questioning is at the heart of all learning.* *Written communication of inquiry represents solutions to problems, clarification of issues, and answers to essential questions.* **Pre-B) Essential Questions:** Why conduct research? When is information critical and when is it not? What questioning techniques are most effective to gain information? What determines the accuracy, validity, and reliability of	**Pre-B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps

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class vote will determine the type of garden to be constructed and the native plants that will be used in the outdoor lab. This project will require each student to: • CC4RL1 • CC4RL4 • CC4RI1 • CC4RI2 • CC4RI3 • CC4RI4 • CC4RI5 • CC4RI7 • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4c • CC4W1 • CC2W2 • CC4W4 • CC4W5 • CC4W6 • CC4W7 • CC4W8 • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b	information? How can writing communicate ideas and deepen understanding? **Pre-B) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Understand the concept of plagiarism. • Create categories of information as research is conducted. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Identify and select important information from the total available. • Conduct research to gather information in planning a project. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Explain relevant questions in talking about a topic. • Write with a specific reader or audience in mind. • Plan and organize information for the intended readers.	Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading

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• CC4L2 • CC4L2a • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L6	• Understand audience as all readers rather than just the teacher. • Use sketches or drawings to communicate ideas as necessary. • Use sketching to capture detail that is important to the topic. • Sometimes use diagrams or other graphics to support the process and/or add meaning. • Use new vocabulary in appropriate ways when speaking and writing. • Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). • Make note of important or new information while reading nonfiction.	Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
Pre-C) Narrow Research: Native Plants: Plot Plan, Materials, and Cost and Outdoor Laboratory: Design, Materials, and Cost Once students determine the type of native plants they will use and the type of outdoor lab they will construct, they will narrow their research focus. Working in small groups, students will gather and record the following information: Native Plants: Cost of plants; where to obtain the plants; additional materials needed (plant food, soil, etc.) and cost; a sketch of proposed plot plan; and Outdoor Lab: Description and sketch of lab; materials needed; where to obtain the necessary materials and cost. Each group will determine the best method for presenting their information to the other group. Final decisions will be determined based on group consensus, with the understanding that the adults will guide the conversations. This project will require each student to: • CC4RL1 • CC4RL4 • CC4RI1	**Pre-C) Enduring Understandings:** *Researchers gather and critique information from different sources for specific purposes.* *Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.* *Oral discussion helps to build connections to others and create opportunities for learning.* **Pre-C) Essential Questions:** Why conduct research? How do writers develop a well-written product? How can discussion increase our knowledge and understanding of ideas? **Pre-C) Learning Targets:** *I can…* • Build meaning across several texts. • Add new vocabulary words to known words and use them in discussion and in writing. • Understand how information builds on each other throughout texts.	**Pre-C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms

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• CC4L4a • CC4L4b • CC4L4c • CC4L6	the text. • Think critically about informational texts in terms of quality of writing accuracy, and the logic of conclusions. • Identify evidence that supports argument. • Recognize multiple points of view.	
Pre-D) Multimedia Presentation Once students have concluded their fieldwork; conducted interviews; participated in research; determined the plants they will use and their final cost; established the type of outdoor lab to be built and its final cost; and agreed upon a potential plot plan, they will design a multimedia presentation. Working in partnerships and small groups students will assume responsibility for the information and organization of different aspects of the presentation that will then be compiled into one cohesive presentation. This multimedia presentation will outline and explain the reasoning behind their choices, propose possible educational plans and uses for the outdoor laboratory, as well as summarize and defend the proposed costs associated with building the outdoor lab. This presentation will be used to search for an organization to partnership with in order to create and maintain the outdoor lab. Possible organizations could include: Delaware Center for Horticulture, University of Delaware, local merchants, and community centers. If appropriate, students could use the presentation as the basis to apply for a grant or other sources of funding that might be available. This project will require each student to: • CC4RF4 • CC4RF4a • CC4RF4c • CC4W1 • CC2W2 • CC4W4	**Pre-D) Enduring Understandings:** *Receptive and expressive oral language skills enhance communication.* *Careful listening and speaking will help with communicating and sharing ideas with others.* *Speaking and listening are skills that can be learned and practiced for lifelong improvement.* *Communication is an active, not a passive, process in which we exchange meaning with others.* *Technology is constantly changing and requires continuous learning of new skills.* **Pre-D) Essential Questions:** How can discussions increase my knowledge and understanding of an idea or ideas? How do rules of language affect communication? How do I choose which technological tools to use and when is it appropriate to use them? **Pre-D) Learning Targets:** *I can…* • Summarize ideas from oral presentations or reading. • Use conventions of respectful speaking. • Actively participate in conversation, listening and looking at the person who is speaking. • Use conversational techniques that encourage others to talk. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic.	**Pre-D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs

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Fourth Grade Expedition One: Increase Your Green

Timeline: Approximately mid-September to Mid December (12 weeks)

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will explore the science of landfills, recycling, pollution, and their role in reducing the carbon footprint of their community. This expedition consists of in-depth investigations of different types of pollution, earth's increasing landfills, recycling, and ways to reduce human's negative effect on the environment. Students will narrow their focus to one key source of unnatural changes to the environment in their immediate community-excessive solid waste. A trash-tracking project will allow

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students to sort and classify trash found in the school community (obtained by adults) and their own homes. Careful data collection and analysis combined with solid research will give students the evidence they need to convince key stakeholders to increase the school's recycling efforts. Students will research the Terra Cycle Program (http://www.terracycle.net/en-US) and provide information regarding the program to the Parent Teacher Organization (PTO) and the larger school community. This part of the expedition will require students to engage in meaningful research, create advertisements encouraging the school community to support their recycling efforts, and demonstrate effective communication skills to various types and sizes of groups. The second part of this expedition will focus on solutions to pollution in the community. Data collected during the trash-tracking project, research on problems with solid waste, and the costs associated with various recycling programs will be used to create the presentation. Students will develop strong public speaking skills and learn the art of collaboration and consensus building as they identify the roles and responsibilities needed to execute a professional Power Point-type presentation to important community leaders. Roles and responsibilities could include: 1) Researchers and Data Collectors who would engage in activities such as conducting interviews, researching health issues, determining the costs of recycling, explaining the process of recycling, and educating others about what happens at a landfill; 2) Power Point Creators who would research background information and facts, type the information into the presentation, insert graphics (charts, pictures), and format the presentation for cohesiveness and clarity; 3) Presenters would be responsible for presenting the information at various meetings, engaging in question and answer sessions following the presentation, and writing thank you letters to the necessary people following the presentation; 4) Meeting helpers would be responsible for the technological aspect of the presentation, making sure the speakers work, the power point runs smoothly, as well as welcoming individuals and handing out information as needed; and 5) Presentation Pamphlet Creators would create a handout for distribution at the meetings that highlights the information to be covered in the presentation. Students will complete job applications for all roles and responsibilities and go through an interview process, conducted by peers and adults to obtain the "job" or "role" they want to have during the development and presentation of information obtained. The interview process would include a resume, references, parent permission, and a short speech citing the reasons why the student wants the job and how they know they would be the best person for the position.

Expedition One Enduring Understandings:
Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.
Humans can alter the living and non-living factors within an ecosystem, thereby creating changes in the overall system.
How we live influences not only our quality of life but also the quality of life of plants and animals.

The Essential Questions that propel Expedition One consist of the following:
What constitutes evidence?
When do you know you have enough and the right kind of evidence?
How can this result be best justified and explained to others?
How do humans impact the diversity and stability of ecosystems?
How can we take care of our environment?

Literacy Tools Used During Expedition One:

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)

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6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Literature Discussion Groups
Portfolios
Learning Logs

Integrated Language Arts Projects: Fourth Grade Expedition One

1A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**1A) Enduring Understandings:**	**1A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student.	*Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human begins are revealed. Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond-very different from*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults)

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Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading and research independence such as; using background knowledge, reading quickly to get a broad overview of the topic and important ideas, using graphics to aid understanding, asking meaningful and powerful questions, look for patterns and categories in text, returning to text for information, and using signal words to indicate important information. Students will continue their work with reading partners as they form special interest "round tables" to pursue their research further. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies such as the use of spelling patterns, plurals, syllables, contractions, and prefixes and suffixes. Vocabulary development will focus on figurative language, portmanteau words, idioms, homographs and homophones, adjectives, adverbs, and verb endings. This will require each student to: • CC4RL1 • CC4RL2 • CC4RL3 • CC4RL4 • CC4RL7 • CC4RI1 • CC4RI2 • CC4RI3 • CC4RI4	*passively accepting or instantly liking or disliking. Different readers may respond to the same text in different ways. The better responses are those that provide greater insight into the text and/or the issues raised.* **1A) Essential questions:** What is the relationship between popularity and greatness in texts? Is a 'good read' always a great book? What is the author saying? How do I know what the author is saying? How do I read between the lines? What lies beneath the surface of this text? How does a text reveal us to ourselves? **1A) Learning Targets:** *I can…* • Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes). • Solve multi-syllable words (many as three or more syllables) using vowel patterns, phonogram patterns, affixes, and other word parts. • Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge. • Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words. • Apply problem-solving strategies to technical words or proper nouns that are challenging. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.	Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis

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• CC4RI5 • CC4RI7 • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4c • CC4W1 • CC2W2 • CC4W3 • CC4W4 • CC4W8 • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L1e • CC4L2 • CC4L2a • CC4L2b • CC4L2d • CC4L3 • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L6	• Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process long sentences (fifteen or more words) that are carried over several lines or to the next page. • Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Form implicit questions and search for answers while reading. • Respond to plot tension or suspense by reading on to seek resolutions to problems. • Summarize longer narrative texts with multiple episodes either orally or in writing. • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Demonstrate phrased, fluent oral reading. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Adjust reading to process texts with difficult and complex layout. • Search for and use information to confirm or disconfirm predictions. • Justify predictions using evidence. • Bring background knowledge to understanding a wide variety of fiction and nonfiction texts. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Mentally form categories of related information and revise them as new	Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	information is acquired across the text. • Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own. • Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives. • Draw conclusions from information. • Infer cause and effect in influencing characters' feelings or underlying motives. • Demonstrate understandings of characters (their traits, how and why they change), using evident to support statements. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Identify significant events and tell how they are related to the problem of the story or the solution. • Notice and interpret figurative language and discuss how it adds to the meaning of a text. • Identify main ideas and supporting details. • Identify elements such as settings, plot, resolution, and conflict. • Identify point of view. • State opinions about a text and show evidence to support them. • Hypothesize how characters could have behaved differently. • Recognize and use vowel sounds in open syllables. • Recognize and use vowel sounds in closed syllables. • Recognize and use vowel sounds with r. • Recognize and use letters that represent the wide variety of vowel sounds. • Recognize and use nouns, verbs, and adjectives.	

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	• Understand the concept of plurals and plural forms: adding *–s*; adding *–es*; changing *–y* to *–i* and adding *–es*; changing spelling; adding an unusual suffix (ox/oxen); keep the same spelling in singular and plural form; add either *–s* or *–es* in words that end in a vowel and *o* or a consonant and *o*. • Recognize and form various tenses by adding endings (*-es, -e, -ing, -d, -ful*) to verbs.	
1B) Research Students will explore the science of landfills, recycling, pollution, and their role in reducing the carbon footprint of their community. This expedition consists of in-depth investigations of different types of pollution, earth's increasing landfills, recycling, and ways to reduce human's negative effect on the environment. Students will narrow their focus to one key source of unnatural changes to the environment in their immediate community-excessive solid waste. A trash-tracking project will allow students to sort and classify trash found in the school community (obtained by adults) and their own homes. Careful data collection and analysis combined with solid research will give students the evidence they need to convince key stakeholders to increase the school's recycling efforts. In addition, students will research the Terra Cycle Program (http://www.terracycle.net/en-US) to determine feasibility of implementation in their school community. Research skill mini-lessons will focus on: How to collect and keep a large amount of information on one topic; observational writing; writing in detail by using cause and effect, compare and contrast, evaluating, and drawing inferences; sketching with labels and captions to record information; and note-taking strategies. This project will require each student to: • CC4RI1 • CC4RI2 • CC4RI3 • CC4RI4	**1B) Enduring Understandings:** *There are many reasons to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.* *Good research comes from a variety of sources.* *Good researchers check information for accuracy and validity.* *Good researchers employ strategies to help them research information.* *Good researchers extract information from a variety of sources and draw logical conclusions.* **1B) Essential Questions:** Why do I need to evaluate what I read? How do I prepare for reading and writing? What new meaning did I make from combining evidence in the text and my background knowledge? Why use technology for research? How do researchers gather information? Why check for validity and accuracy of information? **1B) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Understand the concept of plagiarism. • Create categories of information as research is	**1B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics

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• CC4RI5 • CC4RI6 • CC4RI7 • CC4RI8 • CC4RI9 • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4c • CC4W1 • CC4W1a • CC4W1b • CC4W1c • CC4W1d • CC2W2 • CC4W2a • CC4W2b • CC4W2c • CC4W2d • CC4W2e • CC4W4 • CC4W5 • CC4W7 • CC4W8 • CC4W9 • CC4W9b • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6 • CC4L1	conducted. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Identify and select important information from the total available. • Conduct research to gather information in planning a project. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Explain relevant questions in talking about a topic. • Write with a specific reader or audience in mind. • Plan and organize information for the intended readers. • Understand audience as all readers rather than just the teacher. • Use sketches or drawings to communicate ideas as necessary. • Use sketching to capture detail that is important to the topic. • Sometimes use diagrams or other graphics to	Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC4L1a • CC4L1b • CC4L1e • CC4L2 • CC4L2a • CC4L2b • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L5c • CC4L6	support the process and/or add meaning. • Use new vocabulary in appropriate ways when speaking and writing. • Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). • Make note of important or new information while reading nonfiction. • Build meaning across several texts. • Add new vocabulary words to known words and use them in discussion and in writing. • Understand how information builds on each other throughout texts. • Access the important information in a text. • Remember important information from the text over several days of reading. • Access prior information summarized from the text while hearing additional information. • Summarize orally or in writing, including relevant information. • Self-monitor understanding and ask questions when meaning is lost. • Notice and remember significant information from illustrations or graphics. • Make connections to prior knowledge and use it to identify and incorporate new knowledge. • Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. • Make connections to other texts by topic, major ideas, genres, and authors. • Notice new information and ideas and revise ideas in response to it. • Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text. • Form implicit questions and search for answers in the text while reading, discussing, and listening.	

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	• Derive and interpret the author's underlying messages. • Evaluate the quality or authenticity of the text, including the author's qualifications. • Make note of interesting new words and intentionally remember them to use in oral discussion or writing. • Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts. • Notice how the writer has organized informational texts (categories, subcategories, sequence). • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. • Think critically about informational texts in terms of quality of writing accuracy, and the logic of conclusions. • Identify evidence that supports argument. • Recognize multiple points of view.	
1C) Advertisements Students will use the information obtained from their research to create advertisements that will be placed throughout the school community to encourage support for their recycling efforts. Emphasis will be place on word choice and specificity as well as persuasive writing techniques used to convey information. This project will require each student to: • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4c • CC4W1 • CC2W2 • CC4W4	**1C) Enduring Understandings:** *Written communication of inquiry represents solutions to problems, clarifications of issues, and answers to questions.* *To be effective, writing must be a sufficiently developed, coherent unit of thought.* *A writer selects a form based on his purpose.* *Conventions of language help readers understand what is being communicated.* *A writer's choice of words and style set a tone and define the message.* **1C) Essential Questions:** Why does a writer choose a particular form of writing? How does the choice of words affect the message? How do writers develop a well-written product? How is information organized?	**1C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave

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• CC4W5 • CC4W6 • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL5 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L1e • CC4L2 • CC4L2a • CC4L2b • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L5c • CC4L6	Why is information organized in different ways? How can writing communicate ideas and deepen understanding? How do rules of language affect communication? **1C) Learning Targets** *I can…* • Write for a specific purpose: to inform, persuade, reflect, instruct, retell, maintain relationships, plan. • Have clear goals and understand how the goals will affect the writing. • Understand how the writing meets the needs of a specific reader or audience. • Generate and expand ideas through talk with peers and teacher. • Use sketches, webs, lists, diagrams, and free writing to think about, plan for, and try out writing. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic to produce a longer, well-organized piece of writing. • Know how to use an editing/proofreading checklist. • Generate multiple titles to help think about the focus of the piece. • Select a title that fits the content. • Create illustrations or other art for pieces that are in final form. • Include graphics as appropriate to the text. • Attend to layout of text in final publication. • Use a variety of print characteristics to make the text more accessible to the reader (titles, headings, and subheadings). • Use a variety of print characteristics to present information in an interesting way (insets, call-	Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS

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	outs). • Understand the purposes of publication.	Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
1D) Job Application and Interview Students will be required to complete a job application for all roles and responsibilities associated with the presentation. Each student will go through an interview process, conducted by peers and adults to obtain the "job" or "role" they want to have during the development and presentation of information obtained during this expedition. The interview process would include a resume, references, parent permission, and a short speech citing the reasons why the student wants the job and how they know they would be the best person for the position. Possible roles and responsibilities could include: 1) Researchers and Data Collectors who would engage in activities such as conducting interviews, researching health issues, determining the costs of recycling, explaining the process of recycling, and educating others about what happens at a landfill; 2) Power Point Creators who would research background information and facts, type the information into the presentation, insert graphics (charts, pictures), and format the presentation for cohesiveness and clarity; 3) Presenters would be responsible for presenting the information at various meetings, engaging in question and answer sessions following the presentation, and writing thank you letters to the necessary people following the presentation; 4) Meeting helpers would be responsible for the technological aspect of the presentation, making sure the speakers work, the power point runs smoothly, as well as welcoming individuals and handing out information as needed; and 5) Presentation Pamphlet Creators would create a handout for distribution at the meetings that highlights the information to be covered in the presentation. This project will require each student to: • CC4RF3 • CC4RF3a • CC4RF4	**1D) Enduring Understandings:** *Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.* *The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.* *Effective communication demands clear, concise, coherent, and accurate writing and speaking skills.* *Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.* **1D) Essential Questions:** How can I become an effective communicator? How do I know when I am communicating clearly? How do I know when I am not communicating clearly? How will I capture and maintain the audience's attention? How should I say this word, phrase, and/or sentence? How do writers express themselves? How does process shape the writer's product? **1D) Learning Targets:** *I can …* • Use conventions of respectful speaking. • Actively participate in conversation, listening and looking at the person who is speaking. • Use conversational techniques that encourage others to talk. • Understand and use language for the purpose	**1D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis

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• CC4RF4a • CC4RF4c • CC4W1 • CC4W1a • CC4W1b • CC4W1c • CC4W1d • CC4W4 • CC4W5 • CC4W6 • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L1e • CC4L2 • CC4L2a • CC4L2b • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L6	of humor. • Understand the role of nonverbal language. • Work to use tone and gesture in a collaborative and meaningful way. • Build on the talk of others, making statements related to the topic, and responding to cues. • Use turn-taking conventions skillfully. • Ask clear questions and follow-up questions. • Restate points that have been made and extend or elaborate them. • Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher. • Express opinions and support with evidence. • Report interesting information from background experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Use conventions of respectful speaking. • Have an audience in mind before starting to speak. • Add evaluative comments, making clear that opinion is being stated (*I think…).* • Make persuasive presentations that establish a clear argument and support it with documented evidence.	Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
IE) Presentation (Celebration of Learning Event) Students will develop strong public speaking skills and learn the art of collaboration and consensus building as they execute a	**1E) Enduring Understandings** *A speaker's choice of words and style set a tone and define the message.* *Audience and purpose (e.g., inform, persuade,*	**1E) Formative Assessments** *Student progress will be measured by:*

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professional Power Point-type presentation to important community leaders, members of the Parent Teacher Organization (PTO), and the larger school community based upon information obtained during their research and experiences associated with expedition one. This project will require each student to: • CC4RF3 • CC4RF4 • CC4RF4a • CC4RF4c • CC4W4 • CC4W6 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL5 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L1e • CC4L3 • CC4L4 • CC4L5 • CC4L6	*entertain) influence communication.* *Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.* *The use of the voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message. Discussion creates a greater understanding of a variety of topics.* **1E) Essential Questions** How does the choice of words affect the message? Why share ideas orally? How can I communicate so others will listen? How do speakers express their thoughts and feelings? How do effective speakers hook and hold their audience? **1E) Learning Targets** *I can….* • Use conventions of respectful speaking. • Use conversational techniques that encourage others to talk. • Understand and use language for the purpose of humor. • Understand the role of nonverbal language. • Build on the talk of others, making statements related to the topic, and responding to cues. • Use turn-taking conventions skillfully. • Ask clear questions and follow-up questions. • Restate points that have been made and extend or elaborate them. • Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher. • Express opinions and support with evidence.	Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades

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	• Report interesting information from background experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Use conventions of respectful speaking. • Have an audience in mind before starting to speak. • Summarize ideas from oral presentations or reading. • Actively participate in conversation, listening and looking at the person who is speaking. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic. • Speak with confidence when presenting. • Pause effectively to enhance interest and emphasize points. • Present information in ways that engage the listeners' attention. • Sequence ideas, examples, and evidence in a way that shows their relationship. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • Identify and acknowledge sources of the information included in oral presentations.	**1E) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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Fourth Grade Mid-Year Off- Expedition: You Are What You Eat!

Timeline: Approximately January through mid-February for six weeks located between the end of Expedition One and the beginning of Expedition Two.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will explore how food becomes energy, how healthy they are, and what they can do to ensure that they achieve and maintain a healthy, balanced lifestyle. Students will examine the schools' Wellness Policy, which gives information about providing nutritious breakfasts and lunches as well as how much exercise students should be getting while at school, to determine if it fits with the latest national and state recommendations. They will evaluate a month's lunch menu from the school and rank the meals according to how healthy and nutritious they are with regards to fats, carbohydrates, vitamins, minerals, proteins, sugars, and/or fiber. Students will design a day's worth of meals based on their research about nutrition. Students will explore the amount of physical activity they do during a typical week by keeping a log of the type of physical activity (e.g., walking to school, chores, dance or karate classes, recess, etc.) and how long they spend at each activity. They will also keep a log of how much time they play video games or watch TV in order to compare the data. In order to put their data collecting and research skills to good use, students will develop a plan to improve their health and the health of their school and home communities. Based on the SMART acronym (Specific, Measureable, Attainable, Realistic, Timely), students will make a digital video or multimedia project as a public service announcement to focus attention on a health issue and offer an active solution. Topics could include: The importance of daily exercise with examples of exercises, advice for how to quit smoking, or the proper amount of fruit and vegetables that should be eaten daily with suggestions for including more fruits and vegetables into the day with recipes. Students will present their projects to their peers and school community during a health fair. Students will be responsible for: Contacting and inviting local non-profit organizations to come to the school for a two to three hour window and set up a booth to provide information that would be helpful to the local community, arranging for a space to hold the health fair, presenting their videos and conducting question and answer sessions about their research, set up and clean up of the event, and writing thank you notes to the non-profit organizations that participated in the health fair.

Mid-Year Off-Expedition Enduring Understandings:
The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family, and community health decisions.
Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
An individual's health at different life stages is dependent on heredity, environmental factors, and lifestyle choices.
There are many short and long term health benefits and risks associated with nutritional choices.
Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

The Essential Questions that propel the Mid-Year Off-Expedition consist of the following:
What are the consequences (especially unforeseen) of our choices in terms of wellness?
What causes optimal growth and development?
What makes a food healthy?
How do you determine appropriate portion sizes?

Literacy Tools Used During Mid-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:

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A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Literature Discussion Groups
Portfolios
Learning Logs

Integrated Language Arts Projects: Mid-Year Off-Expedition Fourth Grade

Mid-Year A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word	**Mid-Year A) Enduring Understandings:** *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can*	**Mid-Year A) Formative Assessments:** *Student progress will be measured by:*

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solving skills

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading independence such as; reading across texts and comparing information with partners, note-taking strategies, how to gather information from multiple sources and keep track of the sources and information, text features that will aid in understanding (sidebars, glossary, etc), and how to "write to think". Students will continue their work with reading partners to talk often about their topic, retell and summarize main points, share illustrations and charts, and to compare and contrast text and graphics.
Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing.
Vocabulary development will focus on skills needed to acquire and apply technical vocabulary as well as using precise and content-specific vocabulary.
This will require each student to:

- CC4RL1
- CC4RL2
- CC4RL3
- CC4RL4
- CC4RL5
- CC4RL6

help them figure out unfamiliar words while reading.
Interpretations of text involve linking information across parts of a text and determining importance of the information presented.
Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.
There are many reasons to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
The goal of reading is to make meaning from text.
Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).
Different types of texts place different demands on the reader. Understanding text features, text structures, and characteristics associated with different text genres facilitates the reader's ability to make meaning of the text.
Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.

Mid-Year A) Essential Questions:
How do I use context and analyze words to make meaning from text?
What is the author trying to say?
What do I think I will learn from this text?
How do I "read between the lines"?
How should I read different types of texts?
What does a reader gain from re-visiting or re-reading a text?
What do you do when you do not understand everything in a text?
What does a reader gain by summarizing a text?
What should we do when texts and/or authors disagree?

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year A) Summative Assessments:
Student progress will be measured by:

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- CC4RL7
- CC4RL9
- CC4RI1
- CC4RI2
- CC4RI3
- CC4RI4
- CC4RI5
- CC4RI6
- CC4RI7
- CC4RI8
- CC4RI9
- CC4RF3
- CC4RF3a
- CC4RF4
- CC4RF4a
- CC4RF4c
- CC4W1
- CC4W4
- CC4W8
- CC4W9
- CC4W9a
- CC4W10
- CC4SL1
- CC4SL1a
- CC4SL1b
- CC4SL1c
- CC4SL1d
- CC4SL2
- CC4SL3
- CC4SL4
- CC4SL6
- CC4L1
- CC4L1a
- CC4L1b
- CC4L1d
- CC4L1e
- CC4L1g
- CC4L2

Mid-Year A) Learning Targets:
I can…

- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes).
- Solve multi-syllable words (many as three or more syllables) using vowel patterns, phonogram patterns, affixes, and other word parts.
- Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge.
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words.
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word.
- Develop deeper understanding of words that have been encountered before but are not familiar.
- Apply problem-solving strategies to technical words or proper nouns that are challenging.
- Understand words that stand for abstract ideas.
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references).
- Process long sentences (fifteen or more words) that are carried over several lines or to the next page.

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC4L2a • CC4L2b • CC4L2c • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L5a • CC4L5b • CC4L5c • CC4L6	• Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered. • Form implicit questions and search for answers while reading. • Respond to plot tension or suspense by reading on to seek resolutions to problems. • Summarize longer narrative texts with multiple episodes either orally or in writing. • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Summarize a text at intervals during the reading of a longer text. • Demonstrate phrased, fluent oral reading. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Adjust reading to process texts with difficult and complex layout. • Reread to solve words or think about ideas and resume good rate of reading. • Search for and use information to confirm or disconfirm predictions. • Justify predictions using evidence. • Bring background knowledge to understanding a wide variety of fiction and nonfiction texts. • Use knowledge from one text to help in understanding diverse cultures and settings	

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encountered in new texts.

- Mentally form categories of related information and revise them as new information is acquired across the text.
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own.
- Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives.
- Infer cause and effect in influencing characters' feelings or underlying motives.
- Demonstrate understandings of characters (their traits, how and why they change), using evident to support statements.
- Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today.
- Identify significant events and tell how they are related to the problem of the story or the solution.
- Infer causes of problems or of outcomes in fiction and nonfiction texts.
- Demonstrate the ability to identify the plot or how a text is organized.
- Notice and interpret figurative language and discuss how it adds to the meaning of a text.
- Identify similarities across texts.
- Identify main ideas and supporting details.
- Identify elements such as settings, plot, resolution, and conflict.
- State opinions about a text and show evidence to support them.
- Hypothesize how characters could have behaved differently.
- Evaluate aspects of a text that add to enjoyment or interest.
- Assess whether a text is authentic and

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		consistent with life experience or prior knowledge. • Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). • Understand that several different letters can represent some consonant sounds or letter clusters (*final k by c, que, ke, k, ck; final f by ff, gh)*. • Notice and use frequently appearing short vowel patterns that appear in multi syllable words (other than most frequent). • Recognize and use syllables; open syllable, closed syllable, syllables with a vowel and silent e, syllables with vowel combinations, syllables with a vowel and r, syllables in words with V-V pattern, syllables with double consonants. • Recognize and understand contractions with *am, is, will, not, have, would, or had*. • Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs.	

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Mid-Year B) How Healthy is Our School?

Students will examine the schools' Wellness Policy, which gives information about providing nutritious breakfasts and lunches as well as how much exercise students should be getting while at school, to determine if it fits with the latest national and state recommendations. They will evaluate a month's lunch menu from the school and rank the meals according to how healthy and nutritious they are with regards to fats, carbohydrates, vitamins, minerals, proteins, sugars, and/or fiber. Students will design a day's worth of meals based on their research about nutrition. This project will require each student to:

- CC4RI1
- CC4RI2
- CC4RI3
- CC4RI4
- CC4RI5
- CC4RI7
- CC4RI8
- CC4RI9
- CC4RI10
- CC4RF3
- CC4RF3a
- CC4RF4
- CC4RF4a
- CC4RF4c
- CC2W2
- CC4W4
- CC4W5
- CC4W6
- CC4W7
- CC4W8
- CC4W9
- CC4W9b
- CC4W10
- CC4SL1
- CC4SL1a
- CC4SL1b

Mid-Year B) Enduring Understandings:
Making good health decisions requires the ability to access and evaluate reliable resources.
Developing and implementing a plan to reach wellness goals increases the likelihood of reaching those goals.
Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships.
The larger the reader's vocabulary, the easier it is to make sense of text.
Many words have multiple meanings.
Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meanings of words and phrases as they are used in text.

Mid-Year B) Essential Questions:
How do I know whether or not health information is accurate?
How do I overcome negative influences when making decisions about my personal health?
In order to achieve lifetime wellness, what should I plan for?
How does the knowledge of word parts increase vocabulary and deepen comprehension of text?
What impact does context have on word meaning?

Mid-Year B) Learning Targets:
I can…

- Access important information in a text.
- Remember important information from the text over several days.
- Self-monitor understanding and ask questions when meaning is lost.
- Apply background knowledge gained from

Mid-Year B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

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- CC4SL1c
- CC4SL1d
- CC4SL2
- CC4SL3
- CC4SL4
- CC4SL6
- CC4L1
- CC4L1a
- CC4L1b
- CC4L1c
- CC4L1d
- CC4L1e
- CC4L1f
- CC4L1g
- CC4L2
- CC4L2a
- CC4L2b
- CC4L2c
- CC4L2d
- CC4L3
- CC4L3a
- CC4L3b
- CC4L3c
- CC4L4
- CC4L4a
- CC4L4b
- CC4L4c
- CC4L5
- CC4L5a
- CC4L5b
- CC4L5c
- CC4L6

experience, content study, and wide reading.
- Interpret graphics and integrate information.
- Form implicit questions and search for answers in the text while listening and during discussion.
- Work collaboratively with a group and/or a partner.
- Make notes and write responses to indicate acquisition of new information and ideas.
- Make note of important or new information while reading.
- Access information from both print and graphics.
- Express changes in understanding in response to new ideas.
- Derive and record information from graphics.

Mid-Year B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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Mid-Year C) How Healthy is Our Life Outside of School?

Students will explore the amount of physical activity they do during a typical week by keeping a log of the type of physical activity (e.g., walking to school, chores, dance or karate classes, recess, etc.) and how long they spend at each activity. They will also keep a log of how much time they play video games or watch TV in order to compare the data. After reviewing the data collect, students will be encouraged to set goals based on the SMART acronym (Specific, Measureable, Attainable, Realistic, Timely) to improve and maintain a healthy, balanced lifestyle. This project will require each student to:

- CC4RI1
- CC4RI2
- CC4RI3
- CC4RI4
- CC4RI5
- CC4RI6
- CC4RI7
- CC4RI8
- CC4RI9
- CC4RI10
- CC4RF3
- CC4RF3a
- CC4RF4
- CC4RF4a
- CC4RF4c
- CC2W2
- CC4W2a
- CC4W2b
- CC4W2c
- CC4W2d
- CC4W2e
- CC4W4
- CC4W5
- CC4W6
- CC4W7
- CC4W8

Mid-Year C) Enduring Understandings:

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

Effective collaboration requires that we use what we know in order to compromise, cooperate, and show mutual respect.

Mid-Year C) Essential Questions:

What is the minimum amount of exercise I can do to stay physically fit?

How do I develop an appropriate personal fitness program and find the motivation to commit to it?

How do I make the "right" decisions in the face of peer, media, and other pressures?

Where do I go to access information about good health and fitness services?

How can collaboration contribute to our success?

Mid-Year C) Learning Targets:

I can…

- Form questions to explore and locate sources for information about a topic.
- Create categories of information as research is conducted.

Mid-Year C) Formative Assessments:

Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

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- CC4W9
- CC4W9b
- CC4W10
- CC4SL1
- CC4SL1a
- CC4SL1b
- CC4SL1c
- CC4SL1d
- CC4SL2
- CC4SL3
- CC4SL4
- CC4SL6
- CC4L1
- CC4L1a
- CC4L1b
- CC4L1c
- CC4L1d
- CC4L1e
- CC4L1f
- CC4L1g
- CC4L2
- CC4L2a
- CC4L2b
- CC4L2c
- CC4L2d
- CC4L3
- CC4L3a
- CC4L3b
- CC4L3c
- CC4L4
- CC4L4a
- CC4L4b
- CC4L4c
- CC4L5
- CC4L5a
- CC4L5b
- CC4L5c
- CC4L6

- Determine when enough research information has been obtained to adequately cover the topic and question.
- Use notes to record and organize information.
- Select and include only the information that is appropriate to the topic and to the category.
- Identify and select important information from the total available.
- Conduct research to gather information in planning a project.
- Search for appropriate information from multiple sources (books and other print materials, websites, interviews).
- Record sources of information for citation.
- Take notes from interviews or observations.
- Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered.
- State what is important about the topic.
- Select details that will support the topic.
- Stay focused on a topic.
- Generate and expand ideas through talk with peers and teacher.
- Explain relevant questions in talking about a topic.
- Write with a specific reader or audience in mind.
- Plan and organize information for the intended readers.
- Understand audience as all readers rather than just the teacher.
- Use sketches or drawings to communicate ideas as necessary.
- Use sketching to capture detail that is important to the topic.
- Sometimes use diagrams or other graphics to support the process and/or add meaning.
- Use new vocabulary in appropriate ways

Mid-Year C) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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Mid-Year D) Public Service Announcements

In order to put their data collecting and research skills to good use, students will work in small groups and develop a plan to improve their health and/or the health of their school and home communities. Based on the SMART acronym (Specific, Measureable, Attainable, Realistic, Timely), students will make a digital video or multimedia project as a public service announcement to focus attention on a health issue and offer an active solution. Topics could include: The importance of daily exercise with examples of exercises, advice for how to quit smoking, or the proper amount of fruit and vegetables that should be eaten daily with suggestions for including more fruits and vegetables into the day with recipes. This project will require each student to:

- CC4RF3
- CC4RF3a
- CC4RF4
- CC4RF4a
- CC4RF4c
- CC4W1
- CC4W1a
- CC4W1b
- CC4W1c
- CC4W1d
- CC2W2
- CC4W2a
- CC4W2b
- CC4W2c
- CC4W2d
- CC4W2e

when speaking and writing.
- Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words).
- Make note of important or new information while reading nonfiction.

Mid-Year D) Enduring Understandings:
There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.
Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching these goals.
Effective communication demands clear, concise, coherent, and accurate speaking skills.
Listening and speaking are essential forms of communication.
Listening is a deliberate process that is focused and active.
Skilled speakers identify information important enough to share and make that information understandable and thought provoking.
To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
Writers need to choose their words/language with care, depending on the content, purpose and audience.
Writers need to use correct spelling, punctuation, and capitalization.

Mid-Year D) Essential Questions:
Where do I go to access information about good health and fitness services?
How are character and health related?
In order to achieve lifetime wellness, what should I

Mid-Year D) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records

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- CC4W4
- CC4W5
- CC4W6
- CC4W7
- CC4W8
- CC4W9
- CC4W9a
- CC4W9b
- CC4W10
- CC4SL1
- CC4SL1a
- CC4SL1b
- CC4SL1c
- CC4SL1d
- CC4SL2
- CC4SL3
- CC4SL4
- CC4SL5
- CC4SL6
- CC4L1
- CC4L1a
- CC4L1b
- CC4L1c
- CC4L1d
- CC4L1e
- CC4L1f
- CC4L1g
- CC4L2
- CC4L2a
- CC4L2b
- CC4L2c
- CC4L2d
- CC4L3
- CC4L3a
- CC4L3b
- CC4L3c
- CC4L4
- CC4L4a

plan for?
How do I know whether or not health information is accurate?
What does active listening look like?
Why is it important to organize what I am going to say?
What am I trying to achieve through my speaking?
Why am I speaking?
Who is my audience?
How do effective speakers express their thoughts and feelings?
How do effective speakers hook and hold their audience?
What makes a speaker easy to follow?
How do I communicate by ideas, thoughts, and opinions so that others will listen?

Mid-Year D) Learning Targets:
I can…

- Use conventions of respectful speaking.
- Use conversational techniques that encourage others to talk.
- Understand and use language for the purpose of humor.
- Understand the role of nonverbal language.
- Build on the talk of others, making statements related to the topic, and responding to cues.
- Evaluate one's own part as a discussant as well as the effectiveness of the group.
- Use turn-taking conventions skillfully.
- Ask clear questions and follow-up questions.
- Restate points that have been made and extend or elaborate them.
- Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher.
- Express opinions and support with evidence.
- Report interesting information from

Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year D) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC4L4b • CC4L4c • CC4L5 • CC4L5a • CC4L5b • CC4L5c • CC4L6	background experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Use conventions of respectful speaking. • Have an audience in mind before starting to speak. • Summarize ideas from oral presentations or reading. • Actively participate in conversation, listening and looking at the person who is speaking. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic. • Speak with confidence when presenting. • Vary word choice to be specific and precise about communicating information. • Define words within a presentation in a way that helps the audience to understand. • Pause effectively to enhance interest and emphasize points. • Present information in ways that engage the listeners' attention. • Sequence ideas, examples, and evidence in a way that shows their relationship. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts,	

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Mid-Year E) Health Fair

Students will present their projects to their peers and school community during a health fair. Students will be responsible for: Contacting and inviting local non-profit organizations to come to the school for a two to three hour window and set up a booth to provide information that would be helpful to the local community, arranging for a space in the school to hold the health fair, presenting their videos and conducting question and answer sessions about their research, set up and clean up of the event, and writing thank you notes to the non-profit organizations that participated in the health fair. This project will require each student to:

- CC4RF3
- CC4RF3a
- CC4RF4
- CC4RF4a
- CC4RF4c
- CC4W3e
- CC4SL1
- CC4SL1a
- CC4SL1b
- CC4SL1c
- CC4SL1d
- CC4SL2
- CC4SL3
- CC4SL4
- CC4SL5
- CC4SL6
- CC4L1
- CC4L3
- CC4L3a

illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation.
- Identify and acknowledge sources of the information included in oral presentations.

Mid-Year E) Enduring Understandings

The use of critical thinking, decision-making, problem solving, leadership, and communication skills are essential to making informed personal, family, and community health decisions.
Making good health decisions requires the ability to access and evaluate reliable resources.
Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

Mid-Year E) Essential Questions

How do you know whether or not health information is accurate?
How do I overcome negative influences when making decisions about my personal health?
In order to achieve lifetime wellness, what should I plan for and what should I just let happen?
How do I inspire others to address health issues?

Mid-Year E) Learning Targets

I can…

- Build on the talk of others, making statements related to the topic, and responding to cues.
- Evaluate one's own part as a discussant as well as the effectiveness of the group.
- Play the role of group leader when needed.
- Facilitate the entire group's discussion by

Mid-Year E) Formative Assessments

Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis

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- CC4L3b
- CC4L3c
- CC4L4
- CC4L5
- CC4L6

ensuring that no one dominates and everyone has a chance to speak.
- Use turn-taking conventions skillfully.
- Ask clear questions and follow-up questions.
- Restate points that have been made and extend or elaborate them.
- Suggest new lines of discussion.
- Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher.
- Express opinions and support with evidence.
- Report interesting information from background experiences orally and in writing.
- Speak with confidence.
- Speak with appropriate volume for the size of audience and place of discussion.
- Speak at an appropriate rate to be understood by the audience.
- Speak directly to the audience, making eye contact with individuals, *if appropriate*.
- Enunciate words clearly.
- Use conventions of respectful speaking.
- Have an audience in mind before starting to speak.
- Summarize ideas from oral presentations or reading.
- Actively participate in conversation, listening and looking at the person who is speaking.
- Work to use tone and gesture in a collaborative and meaningful way.
- Communicate interest in and enthusiasm about a topic.
- Speak with confidence when presenting.
- Vary word choice to be specific and precise about communicating information.
- Define words within a presentation in a way that helps the audience to understand.

- Pause effectively to enhance interest and

Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year D) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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	emphasize points. • Present information in ways that engage the listeners' attention. • Sequence ideas, examples, and evidence in a way that shows their relationship. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • Identify and acknowledge sources of the information included in oral presentations. • Stand with good posture. • Have a plan or notes to support the presentation.	

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Fourth Grade Expedition Two: What's For Dinner?

Timeline: Approximately mid-February through mid-May

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

During this case study, students will explore how animals meet their basic needs. Students will distinguish between predator and prey, create a food chain, show what different animals eat, and describe the importance of producers, consumers, and decomposers as they research an animal of their choice. Students will continue to examine the animal kingdom as they study survival of the fittest, how animals adapt to their environments, and the human impact on animals and conservation. Students will participate in field work at a local zoo, interview local animal experts, research, and take notes as they collect, analyze, and synthesize the information obtained from their research. The culminating celebration of learning will provide an opportunity for students to showcase their research as visitors from the school community stroll their classroom "zoo".

Expedition Two Enduring Understandings:

The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments.
Appreciation and understanding of differences in animals helps us to appreciate and understand the differences between humans.
Researchers gather and critique information from different sources for specific purposes.
The ability to read a variety of texts requires independence, comprehension, and fluency.
Reading, understanding, interpreting, and communicating information are critical in modeling a variety of real-world situations, drawing appropriate inferences, making informed decisions, and justifying those decisions.

The Essential Questions that propel Expedition Two consist of the following:

Why conduct research?
Why read many texts?
How do I make informed decisions?
When do I know I have enough and the right kind of evidence?
How can my research be best justified and explained to others?

Literacy Tools Used During Expedition Two

Best Practices in Writing Instruction will be based on the principles and tenets of:

A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing

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Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Literature Discussion Groups
Portfolios
Learning Logs

Integrated Language Arts Projects

2A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**2A) Enduring Understandings**	**2A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled	*Reading is a way to explore personal interests, answer important questions, satisfy one's need for information, entertain and be entertained, and build understanding of the many dimensions of human experience.* *Questioning is at the heart of all learning.* *Language arts skills enhance the ability to think critically.* *Interpretations of text involve linking information across parts of a text and determining importance of the information*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with

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texts matched to the needs of the student. Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading independence such as; the ability to pick key words to search for information on, the ability to pick one source of information to trust over multiple others, read rapidly, evaluate and compare resources, how to compare authors' claims and the validity of their arguments as well as how authors convey information, make connections across texts, draw conclusion, design their own informed opinions, and apply their new knowledge. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies such as using syllables, compound words, plurals, verb endings, endings for adjectives, adverbs, suffixes, contractions, possessives, prefixes, and abbreviations. Vocabulary development will focus on content specific words, synonyms and antonyms, homographs and homophones, figurative language, portmanteau words, and idioms. This will require each student to: • CC4RL1 • CC4RL2 • CC4RL3	*presented.* *Letters and letter combinations represent sounds.* *Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.* **2A) Essential Questions** How does understanding a text's structure help me better understand its meaning? How do I figure out a word I do not know? What do readers do when they do not understand everything in a text? How do good writers express themselves? When is it appropriate to ask questions? How can discussion increase our knowledge and understanding of an idea(s)? **2A) Learning Targets** *I can…* • Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes). • Solve multi-syllable words (many as three or more syllables) using vowel patterns, phonogram patterns, affixes, and other word parts. • Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge. • Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words. • Use the context of a sentence, paragraph, or whole text to determine the meaning of a word. • Develop deeper understanding of words that have been encountered before but are not familiar. • Apply problem-solving strategies to technical words or proper nouns that are challenging. • Understand words that stand for abstract ideas. • Identify words with multiple meanings, discuss	adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities

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• CC4RL4 • CC4RL5 • CC4RL6 • CC4RL7 • CC4RL9 • CC4RL10 • CC4RI1 • CC4RI2 • CC4RI3 • CC4RI4 • CC4RI5 • CC4RI6 • CC4RI7 • CC4RI8 • CC4RI9 • CC4RI10 • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4b • CC4RF4c • CC4W1 • CC2W2 • CC4W3 • CC4W4 • CC4W9 • CC4W9a • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6	alternative meanings, and select the precise meaning within a text. • Understand words with multiple meanings. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process long sentences (fifteen or more words) that are carried over several lines or to the next page. • Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered. • Form implicit questions and search for answers while reading. • Respond to plot tension or suspense by reading on to seek resolutions to problems. • Process a wide range of complex dialogue, some unassigned. • Remember the details of complex plots with many episodes. • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending. • Summarize a text at intervals during the reading of a longer text. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Adjust reading to process texts with difficult and	Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC4L1 • CC4L1a • CC4L1b • CC4L1c • CC4L1d • CC4L1e • CC4L1f • CC4L1g • CC4L2 • CC4L2a • CC4L2b • CC4L2c • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L5a • CC4L5b • CC4L5c • CC4L6	complex layout. • Reread to solve words or think about ideas and resume good rate of reading. • Search for and use information to confirm or disconfirm predictions. • Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts. • Justify predictions using evidence. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters in different texts (similar setting, type of problem, type of person). • Mentally form categories of related information and revise them as new information is acquired across the text. • Demonstrate learning new content from reading. • Express changes in ideas or perspective across the reading (as events unfold) after reading a text. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels. • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • Infer cause and effect in influencing characters' feelings or underlying motives. • Demonstrate understandings of characters (their traits, how and why they change), using evident to support statements. • Identify significant events and tell how they are related to the problem of the story or the solution. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or	

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	themes. • Apply inferring to multiple characters and complex plots, with some subplots. • Speculate on alternative meanings that the text may have. • Notice and interpret figurative language and discuss how it adds to the meaning of a text. • Identify similarities across texts. • Identify main ideas and supporting details. • Identify elements such as settings, plot, resolution, and conflict. • Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction). • Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Recognize the use of figurative or descriptive language and talk about how it adds to the meaning or enjoyment of a text. • State opinions about a text and show evidence to support them. • Hypothesize how characters could have behaved differently. • Evaluate aspects of a text that add to enjoyment or interest. • Assess whether a text is authentic and consistent with life experience or prior knowledge. • Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). • Recognize and use letters that represent no sound in words (*lamb*, *light*). • Understand that some consonant letters represent several different sounds *(ch-: cheese, school, machine, choir, yacht).* • Recognize and use a large number of phonograms. • Recognize and use vowel sounds with *r (car, first,*	

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	hurt, her, corn, floor, world, near). • Understand that some words have double consonants in the pattern (*coffee, address, success, accident, mattress, occasion*). • Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*. • Recognize and use abbreviations. • Connect words that are related to each other because they have the same base or root word. • Recognize and use words as metaphors and similes to make comparisons.	
2B) Research Project Students will work as a whole class, in small groups, with partners, and independently to produce an in-depth informational text about an animal of their choosing. Students will explore many aspects of the animal, including their basic needs. They will distinguish between predator and prey, create a food chain, show what different animals eat, and describe the importance of producers, consumers, and decomposers as they research an animal of their choice. Students will continue to examine the animal kingdom as they study survival of the fittest, how animals adapt to their environments, and the human impact on animals and conservation. Research skills that will be targeted could include note-taking, gathering information from multiple sources, previewing information, making flowcharts, tables of contents, or through the use of graphic organizers to plan out the order of the texts that they will read, the categories of information they want to tackle, as well as their burning questions". Lessons will focus on thinking about what they are reading, wondering about information, making connections, pondering, and considering the implications of what they read.	**2B) Enduring Understandings:** *References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.* *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).* **2B) Essential questions:** What strategies are necessary for acquiring academic knowledge? What strategies are necessary for learning independently? How does comprehension of informational text contribute to lifelong learning? **2B) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Understand the concept of plagiarism.	**2B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities

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Students will practice how to "write to think" to spur bigger ideas and extend points. This project will require each student to: • CC4RL1 • CC4RL2 • CC4RL3 • CC4RL4 • CC4RL5 • CC4RL6 • CC4RL7 • CC4RL9 • CC4RL10 • CC4RI1 • CC4RI2 • CC4RI3 • CC4RI4 • CC4RI5 • CC4RI6 • CC4RI7 • CC4RI8 • CC4RI9 • CC4RI10 • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4b • CC4RF4c • CC4W1 • CC4W1a • CC4W1b • CC4W1c • CC4W1d • CC2W2 • CC4W2a • CC4W2b • CC4W2c	• Create categories of information as research is conducted. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Identify and select important information from the total available. • Conduct research to gather information in planning a project. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Explain relevant questions in talking about a topic. • Write with a specific reader or audience in mind. • Plan and organize information for the intended readers. • Understand audience as all readers rather than just the teacher. • Use sketches or drawings to communicate ideas as necessary. • Use sketching to capture detail that is important to the topic. • Sometimes use diagrams or other graphics to support the process and/or add meaning. • Use new vocabulary in appropriate ways when speaking and writing.	Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC4W2d • CC4W2e • CC4W4 • CC4W5 • CC4W6 • CC4W7 • CC4W8 • CC4W9 • CC4W9a • CC4W9b • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL5 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L1c • CC4L1d • CC4L1e • CC4L1f • CC4L1g • CC4L2 • CC4L2a • CC4L2b • CC4L2c • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c	• Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). • Make note of important or new information while reading nonfiction. • Build meaning across several texts. • Add new vocabulary words to known words and use them in discussion and in writing. • Understand how information builds on each other throughout texts. • Access the important information in a text. • Remember important information from the text over several days of reading. • Access prior information summarized from the text while hearing additional information. • Summarize orally or in writing, including relevant information. • Self-monitor understanding and ask questions when meaning is lost. • Notice and remember significant information from illustrations or graphics. • Make connections to prior knowledge and use it to identify and incorporate new knowledge. • Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. • Make connections to other texts by topic, major ideas, genres, and authors. • Notice new information and ideas and revise ideas in response to it. • Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text. • Form implicit questions and search for answers in the text while reading, discussing, and listening. • Derive and interpret the author's underlying messages. • Evaluate the quality or authenticity of the text, including the author's qualifications.	

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• CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L5a • CC4L5b • CC4L5c • CC4L6	• Make note of interesting new words and intentionally remember them to use in oral discussion or writing. • Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts. • Notice how the writer has organized informational texts (categories, subcategories, sequence). • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. • Think critically about informational texts in terms of quality of writing accuracy, and the logic of conclusions. • Identify evidence that supports argument. • Recognize multiple points of view. • Recognize and use a variety of complex compound words and hyphenated compound words. • Recognize and use synonyms and antonyms. • Recognize and use homographs, homophones, and words with multiple meanings. • Recognize base words and remove prefixes and suffixes to break them down and solve them. • Use word parts to derive the meaning of a word. • Choose a narrative or informational genre and organize the text appropriately. • Begin with a purposeful and engaging lead. • Bring a piece to closure with a concluding statement. • Present ideas clearly and in logical sequence or categories. • Support ideas with facts, details, examples, and explanations from multiple authorities. • Use paragraphs to organize ideas. • Use a variety of underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem and solution, cause and effect). • Provide details that are accurate, relevant, interesting, and vivid. • Hold the reader's attention with clear, focused	

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	content. • Vary sentence length to create feeling or mood. • Use concrete sensory details and descriptive language. • Use examples to make meaning clear. • Use language to establish a point of view. • Understand the differences between first and third person. • Select precise words to reflect the intended message or meaning. • Use strong verbs. • Use transitional words for time flow (finally, after some time). • Use vocabulary appropriate for the topic. • Write with a unique perspective. • Write in a way that shows care and commitment ot the topic. • Use punctuation to support voice or tell the reader how to read the text (commas, ellipses, dashes, colons). • Understand that the layout of print and illustrations are important in conveying the meaning of a text. • Use layout, spacing, and size of print to create titles, headings, and subheadings. • Arrange print on the page to support the text's meaning and to help the reader notice important information. • Write complete sentences with a noun and verb. • Use conventional sentence structure for complex sentences with embedded clauses. • Write sentences in past, present, future, present perfect, and past perfect tenses. • Use prepositions and prepositional phrases correctly. • Use verb and objects that are often misused correctly. • Use adjectives and adverbs correctly. • Understand and use paragraph structure to organize sentences that focus on one idea. • Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings.	

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	• Spell complex plurals correctly. • Open approved websites and search for information within nonlinear presentations (topics and categories). • Download selected information. • Locate and validate information on the Internet (from approved sites only). • Use technology tools for research and problem solving across curriculum areas. • Understand the important of multiple sites and sources for research. • Recognize that information is framed by the source's point of view and use this information to detect bias on websites. • Use digital photos or illustrations from the Internet when publishing. • Rapidly and efficiently use keyboarding while working with word-processing programs. • Use a variety of technology tools to maximize the accuracy of technology-produced products. • Cite and credit material downloaded from interactive media. • Create presentation slides to accompany a report.	
2C) Celebration of Learning Exhibition Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but also the drafts and process of learning experienced. This will require each student to: • CC4RF3 • CC4RF4 • CC4W6	**2C) Enduring Understandings:** *A speaker's choice of words and style set a tone and define the message.* *A speaker selects a form and organizational pattern based on the audience and purpose.* *Oral language is a tool for communicating, thinking, and learning.* *Listening is an active process to gain understanding.* *Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.* *Effective listeners are able to interpret and evaluate increasingly complex messages.* *A media literate person can evaluate how words, images, and sounds influence a message.*	**2C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements

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• CC4W7 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL5 • CC4SL6 • CC4L1 • CC4L3 • CC4L4 • CC4L5 • CC4L6	**2C) Essential questions:** How does the choice of words affect the message? How does a speaker communicate so others will listen and understand the message? Can one hear but not listen? How does a listener understand a message? What is the media message I am receiving? **2C) Learning Targets:** *I can…* • Use conventions of respectful speaking. • Use conversational techniques that encourage others to talk. • Understand and use language for the purpose of humor. • Understand the role of nonverbal language. • Build on the talk of others, making statements related to the topic, and responding to cues. • Use turn-taking conventions skillfully. • Ask clear questions and follow-up questions. • Restate points that have been made and extend or elaborate them. • Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher. • Express opinions and support with evidence. • Report interesting information from background experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Use conventions of respectful speaking.	Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS

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	• Have an audience in mind before starting to speak. • Summarize ideas from oral presentations or reading. • Actively participate in conversation, listening and looking at the person who is speaking. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic. • Speak with confidence when presenting. • Pause effectively to enhance interest and emphasize points. • Present information in ways that engage the listeners' attention. • Sequence ideas, examples, and evidence in a way that shows their relationship. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • Identify and acknowledge sources of the information included in oral presentations. • Read aloud and discuss own writing with others. • Demonstrate understanding of an informational topic through formal presentation. • Add evaluative comments, making clear that opinion is being stated *(I think…)*. • Make persuasive presentations that establish a clear argument and support it with documented evidence. • Recite information with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits.	Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

Fourth Grade End-Of-The-Year: Memoirs

Timeline: For two-weeks beginning approximately in mid-May to the end of the school year.

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

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Students will explore memoirs through writing and reading activities. In memoir, students seize the opportunity to reread, rethink, and re-imagine the very selves we have come to know. A memoir requires the student to reflect, synthesize, and think critically while incorporating all they have learned about narrative writing, interpretation, and meaning making. Memoirs can contain stories, but they are usually told in a retrospective fashion, almost always containing a *now* and a *then*. The message is primary, the writer's effort to say something big and important about himself or herself and stories are in the service of the larger message. Students will reread and reflect on stories in their lives and ask, "What are the life-lessons I have learned?" or "What themes or issues surface in my writing again and again?". Reflection leads to an idea and students collect vignettes around the idea. Mentor texts might include *When I was your Age: Original Stories About Growing Up*, edited by Amy Ehrlich, *Knots on My Yo-Yo String*, by Jerry Spinelli, *Been to Yesterdays: Poems of a Life*, an anthology of poems by Lee Bennett Hopkin's, *We Had a Picnic This Sunday Past* by Jacqueline Woodson, *Chicken Sunday* by Patricia Polacco, or *When I Was Young in the Mountains* by Cynthia Rylant.

End-of-the-year Enduring Understandings:
A memoir enables learners to apply the concept of time, location, distance, relationships, and points of view to their personal life.
There are varying perspectives on the meaning of events (historical and present).
Successful communication involves knowing how, when, and why to convey a message to different audiences.
Communication is the ability to understand and be understood in real world contexts.
Character can be developed and supported through individual and group activities and writing.

The Essential Questions that propel this end-of-the-year expedition consist of the following:
Whose point of view matters?
How are present events related to past events?
How do I develop communicative competence?
To what extent does my past experiences shape who I am?

Literacy Tools Used During End-of-the-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston

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Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fourth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Literature Discussion Groups
Portfolios
Learning Logs

Integrated Language Arts Projects: End-of-the-Year Off-Expedition

Ending A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student.
Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and

Ending A) Enduring Understandings:
Good readers employ strategies to help them understand text.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.
The ability to read a variety of texts requires independence, comprehension, and fluency.
Words powerfully affect meaning.

Ending A) Essential questions:
How do I figure out a word I do not know?
What do readers do when they do not understand everything in a text?

Ending A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps

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their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading independence such as; noticing characters' personality quirks and habits; inferring about characters to growing theories about them; finding the deeper meaning in a character by looking at their relationships, friendships, or struggles, the journeys they experience, externally and internally; and developing theories about characters in order to answer central questions about a characters in a memoir such as: What does this character want? What are some of the obstacles that have been getting in the way? How does this character respond to those obstacles? What resources does the character draw upon, deep inside, to meet the challenges and reach the goals?
Students will continue their work with reading partners, participating in partner conversations using prompts such as; "What in the text makes you say that?"; "I thought something different because…"; "I agree because…".
Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing.
Vocabulary development will focus on using and understanding precise and specific words; instead of nice, mean, or good… character might be generous, encouraging, snide, jealous, or patient.
This will require each student to:

- CC4RL1
- CC4RL2
- CC4RL3
- CC4RL4
- CC4RL5
- CC4RL6
- CC4RL7
- CC4RL9

How do readers construct meaning from text?

Ending A) Learning Targets:
I can…

- Demonstrate ability to use automatically and flexibly ways to solve words (dividing words into syllables, using phonograms within multi syllable words, using word parts, using prefixes and affixes, and connecting words to known words).
- Solve multi-syllable words (many as three or more syllables) using vowel patterns, phonogram patterns, affixes, and other word parts.
- Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge.
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words.
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word.
- Develop deeper understanding of words that have been encountered before but are not familiar.
- Apply problem-solving strategies to technical words or proper nouns that are challenging.
- Understand words that stand for abstract ideas.
- Identify words with multiple meanings, discuss alternative

Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Ending A) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics

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• CC4RL10 • CC4RF3 • CC4RF3a • CC4RF4 • CC4RF4a • CC4RF4b • CC4RF4c • CC4W4 • CC4W10 • CC4SL1 • CC4SL1a • CC4SL1b • CC4SL1c • CC4SL1d • CC4SL2 • CC4SL3 • CC4SL4 • CC4SL6 • CC4L1 • CC4L1a • CC4L1b • CC4L1c • CC4L1d • CC4L1e • CC4L1f • CC4L1g • CC4L2 • CC4L2a • CC4L2b • CC4L2c • CC4L2d • CC4L3 • CC4L3a • CC4L3b • CC4L3c • CC4L4 • CC4L4a • CC4L4b	meanings, and select the precise meaning within a text. • Understand words with multiple meanings. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process long sentences (twenty or more words) that are carried over several lines or to the next page. • Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered. • Form implicit questions and search for answers while reading. • Respond to plot tension or suspense by reading on to seek resolutions to problems. • Process a wide range of complex dialogue, some unassigned. • Remember the details of complex plots with many episodes. • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Follow and remember a series of events and the story problem and	AIMSWEB

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• CC4L4c • CC4L5 • CC4L5a • CC4L5b • CC4L5c • CC4L6	solution over a longer text in order to understand the ending. • Summarize a text at intervals during the reading of a longer text. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Change style and pace of reading to reflect purpose. • Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts. • Support predictions with evidence from the text or form knowledge of genre. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters in different texts (similar setting, type of problem, type of person). • Mentally form categories of related information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels.	

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	• Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • Infer cause and effect in influencing characters' feelings or underlying motives. • In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them. • Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography. • Identify significant events and tell how they are related to the problem of the story or the solution. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Infer the meaning of symbols (objects, motifs, events, characters) that the writer uses to convey and enhance meaning. • Notice as well as discuss writer's use of symbolism. • Identify similarities across texts. • Identify main ideas and supporting details. • Identify elements such as settings, plot, resolution, character development, and conflict.	

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	• Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction). • Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Recognize the use of figurative or descriptive language and talk about how it adds to the meaning or enjoyment of a text. • Understand and discuss how the writer build interest and suspense across a story. • Understand the meaning of symbolism when used by a writer to represent good and evil. • Find the topic sentence or main idea of a paragraph. • Critique a text as an example of a genre. • Evaluate author's use of characterization and/or plot (e.g., believability or depth). • Evaluate aspects of a text that add to enjoyment or interest. • Assess whether a text is authentic and consistent with life experience or prior knowledge. • Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). • Recognize and use letters that	

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represent no sound in words (*lamb, light*).

- Understand that some consonant letters represent several different sounds *(ch-: cheese, school, machine, choir, yacht).*
- Recognize and use a large number of phonograms.
- Recognize and use vowel sounds with *r (car, first, hurt, her, corn, floor, world, near*).
- Understand that some words have double consonants in the pattern (*coffee, address, success, accident, mattress, occasion*).
- Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*.
- Recognize and use abbreviations.
- Connect words that are related to each other because they have the same base or root word.
- Recognize and use words as metaphors and similes to make comparisons.
- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words.
- Recognize and use words that are blended together (brunch).
- Recognize and use endings for adjectives that add meaning or change the adjective to an adverb.
- Recognize and use endings for adjectives that add meaning or change

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Ending B) Writing a Memoir

In writing a memoir, students seize the opportunity to reread, rethink, and re-imagine the very selves they have come to know. A memoir requires the student to reflect, synthesize, and think critically while incorporating all they have learned about narrative writing, interpretation, and meaning making. Students will build on the small moment writing they have completed to show turning points and life themes. Students will begin by collecting small moments in their life by thinking of a person, place, or thing, or issue that matters in their life and then listing the small moments connected to that person, place, thing, or issues. Students might take a "memory walk" around the school or their community to ask, "What does this place mean to me?" "What does this make me realize about myself?"; and "How does this change who I am?". Students will learn to ask, "What meaning does this pattern have? How do these events, memories, and feelings fit with my idea of who I am? Or Is there a metaphor, symbol, or image I could use to represent what I am trying to say about my self and my life? Lessons will focus on revising as you begin writing, writing reflection entries, and alternative ways to structure their memoirs (essay, list, big idea followed by focused narrative, poem, etc). This project will require each student to:

- CC4RF3
- CC4RF3a
- CC4RF4
- CC4RF4a
- CC4RF4b
- CC4RF4c
- CC4W3
- CC4W3a

the adjective to a noun and some exceptions.
- Recognize and use endings that form adverbs.

Ending B) Enduring Understandings:
Writing is a way to clarify or express thinking.
Writing is the process of communicating in print for a variety of audiences and purposes.
Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Rules, conventions of language, help readers understand what is being communicated.
A writer selects a form based on audience and purpose.

Ending B) Essential questions:
How does writing make thinking visible and clarify understanding?
How does revising and editing strengthen ideas, organization, voice, word choice, sentence fluency, and conventions?
How do good writers express themselves?
How does process shape the writer's product?
How do writers develop a well-written product?
How do rules of language affect communication?
Why does a writer choose a particular form of writing?

Ending B) Learning Targets:
I can…

Ending B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses

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- CC4W3b
- CC4W3c
- CC4W3d
- CC4W3e
- CC4W4
- CC4W5
- CC4W6
- CC4W8
- CC4W9
- CC4W9a
- CC4W10
- CC4SL1
- CC4SL1a
- CC4SL1b
- CC4SL1c
- CC4SL1d
- CC4SL2
- CC4SL3
- CC4SL4
- CC4SL5
- CC4SL6
- CC4L1
- CC4L1a
- CC4L1b
- CC4L1c
- CC4L1d
- CC4L1e
- CC4L1f
- CC4L1g
- CC4L2
- CC4L2a
- CC4L2b
- CC4L2c
- CC4L2d
- CC4L3
- CC4L3a
- CC4L3b
- CC4L3c

- Understand how the purpose of the writing influences the selection of genre.
- Have clear goals and understand how the goals will affect the writing.
- Understand how the writing meets the needs of a specific reader or audience.
- Plan and organize information for the intended readers.
- Use talk and storytelling to shape the writing and to generate and rehearse language (that may be written later).
- Reread a writer's notebook to select topics.
- Think through a topic, focus, organization, and audience.
- Try out different leads and endings in a writer's notebook.
- Explore knowledge about a topic using a list or web.
- Select small moments, full of emotion that can be expanded.
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or small moment.
- Choose a small moment topic that is significant.
- Get ideas from other books and writers about how to approach writing a memoir.
- State what is important about the moment.
- Select details and give examples that will support the memoir.
- Stay focused on the memoir to produce a longer, well-organized piece of writing.
- Use writers as mentors in making

Flip Check Cards
Vocabulary Pantomime and Charades

Ending B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC4L4 • CC4L4a • CC4L4b • CC4L4c • CC4L5 • CC4L5a • CC4L5b • CC4L5c • CC4L6	revisions and publishing. • Name, understand the purpose of, try out, and internalize crafting techniques. • Arouse reader interest with a strong lead. • Establish an initiating event in a narrative with a series of events flowing from it. • Provide insight as to why an incident or event is memorable. • Bring the piece to closure with an ending or final statement. • Establish the significance of events and personal decisions made by the subject of the memoir. • Reread and revise the discovery draft or rewrite sections to clarify meaning. • Add details or examples to make the piece clearer or more interesting. • Add descriptive words and details to writing or drawings. • Delete redundant or unnecessary information to make apiece clearer or more interesting. • Reorganize paragraphs for better sequence or logical progression of ideas. • Vary word choice to make the piece more interesting. • Use a number of tools and techniques to add information or delete text from writing. • Understand that the writer shows respect for the reader by applying what is known about conventions. • Know how to use an editing and proofreading checklist. • Edit for spelling, capitalization,	

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		punctuation, and grammar errors. • Determine where new paragraphs should begin. • View self as a writer. • Take risks as a writer. • Write with initiative, investment, and independence. • Articulate goals as a wrier. • Produce a reasonable quantity of writing within the time available. • Self-evaluate pieces of writing in light of what is known about a genre.	

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Curriculum Framework for English Language Arts

School: Academia Antonia Alonso *Curricular Tool: Various* *Grade: 5*

In the Expeditionary Learning school design, literacy creates cohesion between the various integrated content areas. As such, in each expedition students will be reading and writing fiction and non-fiction, speaking and listening in groups and independently, researching a variety of topics, developing their knowledge of words in a contextualized manner, and reflecting on their work to improve performance. In the younger grades, students will also be developing foundational skills in phonemic awareness and phonics. In addition, as a bilingual immersion school, language learning will be paramount to the instructional program. Children will come to the school on a variety of levels as native English and native Spanish speakers. Many children will be English Language Learners. With this diversity, the desire was to create an ELA curriculum map that is comprehensive and lists all of the standards that *could* be addressed in a given unit of study or expedition. As the teacher learns about her students and their needs, she can use this map to customize and differentiate the products around students' current levels of literacy performance, both meeting their needs and challenging them at the appropriate levels.

In the map below, each row is labeled A, B, C, etc. Each letter represents a chunk of literacy instruction that is project-driven. Unit titles will not be "Reading Non-fiction," or "Elements of Stories." Instead, students will reach standards through project-driven work, learning about reading non-fiction through the development of the project. Rows labeled as Pre-A, Pre-B, Pre-C etc. are chunks of instruction or projects that will happen at the beginning of the school year. Rows labeled as 1A, 1B, 1C, etc. are chunks of instruction that correspond to expedition one. Mid-year A, Mid-year B, Mid-year C projects will occur between expeditions. 2A, 2B, 2C, etc. identify the spring expedition. Ending A, Ending B, Ending C will occur at the end of the school year.

Fifth Grade Pre-Expedition: Developing Personal, Classroom, and School Creeds
Timeline: Beginning with the first day of school to mid-September for two weeks prior to Expedition One.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics and the Visual Arts, see the Master Curriculum Matrix.

Students will work independently, in partnerships, with small groups, and in whole class settings to develop a personal, family, and school creed. Creeds are a part of our everyday life. Each day many students recite the *Pledge of Allegiance to the Flag*, considered to be The American Creed, written in 1917 by William Tyler Page and approved by Congress. Some organizations, clubs, and schools have developed and published their own creeds, (e.g., 4-H, FFA, The Urban Prep Charter Academy for Young Men, and various universities). Students will examine various types and samples of creeds to determine if there is a universal theme as well as the history and purpose of a creed. After exploring numerous creeds through print and the Internet, students will work in whole group and small group settings to create a creed for their school and class. They will investigate what should be included in the creed and provide explanations for their reasoning as they decide who should learn and recite the creed, and determine when it should be recited, as well as the benefits or detriments of having a creed. Students will present their proposed school creed to the board of directors, parent teacher organizations, and the school community. They will facilitate a vote to determine if the majority of the school population is in favor of the proposed creed. In preparation for developing a school and classroom creed students will explore their community through the names within the community. They will learn the history of their community as they answer the question: "Who are the streets, post offices, bridges, waterways, schools, and parks named for in our community?" Students will explore a variety of ways to publish their findings: Poetry, creation of a mural, publish the information on the school website, and/or discuss their findings in a class wiki (see www.wikispaces.com). In order to facilitate students thinking, they will learn how to write an interpretive essay based on their own lives but also drawing on the experiences of characters in the literature they are reading during their personal and guided reading lessons. As students begin to write their personal creed, they will explore creeds already written, beginning with John Davison Rockefeller's, *I Believe*, which is on display at the Rockefeller Center in New York City (further information available at:

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http://www.rockarch.org/bio/jdrjr.php). They will use the website http://thisibelieve.org to further their understanding of what it means to construct a personal creed. This international organization is dedicated to engaging people in writing and sharing essays that describe the core values that guide their daily lives. Information and curricula is available for educators as a reference tool. This learning exploration will serve to introduce students to each other, their school and local community as well as allow them to reflect, examine, and establish personal goals for the school year.

Pre-Expedition Enduring Understandings:
Culture affects self-expression.
Developing and implementing a plan to reach realistic goals increases the likelihood of reaching those goals.
The use of critical thinking, decision-making, problem solving, leadership, and communication skills are essential to making informed personal, family, and community decision.
Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
Character is whom you are when no one is looking.

The Essential Questions that propel this Pre-Expedition consist of the following:
How do I choose an appropriate goal?
How do I learn to stand for and communicate my beliefs to others without alienating them?
What is character?
What aspects of my character can be changed?
To what extent do outside influences shape values?

Literacy Tools Used During Pre-Expedition:

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller

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Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Differentiated Instruction
Portfolios
Learning Logs
Reflection Journals

Integrated Language Arts Projects: Pre-Expedition Fifth Grade

Pre-A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**Pre-A) Enduring Understandings:**	**Pre-A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will explore the reading tools they will need as readers during this school year, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading independence such as; building theories about characters, synthesizing their thinking and developing big ideas about characters and books, revising their thinking as they read, and seeing similarities and differences across characters and texts. Students will work with reading partners to learn about each other's reading histories, interests, and goals. Partnership skill	*Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.* *Letters and letter combinations represent sounds.* *The ability to read a variety of texts requires independence, comprehension, and fluency.* *Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.* *Fluent readers group words quickly to help them gain meaning from what they read.* *Strategic readers can develop, select, and apply strategies to enhance their comprehension?* *Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.* **Pre-A) Essential Questions:** How does understanding a text's structure help me better understand its meaning? What is the relationship between letters and sounds/ How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text?	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit*

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lessons will focus on: How to ask questions of each other such as "What in the text makes you say that?" "I thought that too because…" "Another example of that is…" "I thought something different because…" and "Can you say more about that?" Students will learn how to prepare for their partner conversations by rereading their jottings, post-its, or through the use of theory charts. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies focused on different aspects of grammar, including verb tense usage, switching between present and past tense, syllable types, using prefixes and suffixes to determine the meaning and pronunciation of unknown words. Vocabulary development will focus on multiple meanings of words; new vocabulary in their personal writing; abstract vocabulary that signals connections (rather, furthermore); compares or contrasts viewpoints (however, on the other hand); or interjections used to advance an idea (or, yet), acronyms, figurative language, idioms, and word origins with the focus being on increasing their understanding and usage of new words and meanings. This will require each student to: • **CC5RL1** • **CC5RL3** • **CC5RL4** • **CC5RL6** • **CC5RF3** • **CC5RF3a** • **CC5RF4** • **CC5RF4a** • **CC5RF4c** • **CC5W1** • **CC5W3** • **CC5W4** • **CC5W8**	Why do readers need to pay attention to a writer's choice of words? How do readers construct meaning from text? **Pre-A) Learning Targets:** *I can…* • Demonstrate ability to use automatically and flexibly ways to solve words (dividing words into syllables, using phonograms within multi syllable words, using word parts, using prefixes and affixes, and connecting words to known words). • Use word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words. • Understand multiple meanings of words. • Understand words that represent abstract concepts. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process long sentences (twenty or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Form implicit questions and search for answers while reading. • Gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue, with no illustrations. • Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts). • Identify important ideas and information (longer	*cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• **CC5W9** • **CC5W9a** • **CC5W10** • **CC5SL1** • **CC5SL2** • **CC5SL3** • **CC5SL4** • **CC5SL6** • **CC5L1** • **CC5L2** • **CC5L3** • **CC5L4** • **CC5L5** • **CC5L6**	texts with chapters and sometimes multiple texts) and organize them is summary form in order to remember and use them as background knowledge. • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. • Read dialogue with phrasing and expression that reflects thinking and understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Change style and pace of reading to reflect purpose. • Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts. • Support predictions with evidence from the text or from knowledge of genre. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters across texts by circumstances, traits, or actions. • Mentally form categories of related information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels. • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what	

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	they say and think, and what other characters say about them. • Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography. • Identify significant events and how they are related to the problem of the story or the solution. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Infer the meaning of symbols (objects, motifs, events, characters) that the writer uses to convey and enhance meaning. • Infer characters' traits and feelings, and plot from illustrations in graphic texts. • Notice and understand the meaning of symbolism when used by a writer to create texts. • Identify similarities across texts. • Identify main ideas and supporting details. • Locate textually explicit information such as settings, plot, resolution, character development, and conflict. • Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction). • Understand when a writer has combined underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Notice and interpret figurative or descriptive language and discuss how it adds to the meaning or enjoyment of a text. • Understand and discuss how the writer builds interest and suspense across a story and provide examples. • Find the topic sentence or main idea of a paragraph. • Critique a text as an example of a genre. • Evaluate author's use of characterization and/or plot (e.g., believability or depth). • Evaluate aspects of a text that add to enjoyment or interest.	

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	• Assess whether a text is authentic and consistent with life experience or prior knowledge. • Notice and use frequently appearing long vowel patterns that appear in multisyllabic words. • Notice and use other vowel patterns that appear in multi-syllable words. • Understand that some words have double consonants in the pattern. • Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*. • Recognize and use abbreviations. • Read and write the 500 words that occur with highest frequency in English rapidly, accurately, and with automaticity. • Recognize and use words as metaphors and similes to make comparisons. • Recognize and use endings for adjectives that add meaning or change the adjective to an adverb. • Recognize and use endings for adjectives that add meaning or change the adjective to a noun and some exceptions. • Recognize and use adverbs that end in *e* and that end in *–ic*. • Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs. • Recognize and use a variety of complex compound words and hyphenated compound words. • Recognize and use syllables. • Understand the concept of plurals and plural forms.	
Pre-B) "Who are the streets, post offices, bridges, waterways, schools, and parks named for in our community?" In preparation for developing a school and classroom creed, students will explore their community through the names within the community. They will learn the history of their community as they answer the question: "Who are the streets, post offices, bridges, waterways, schools, and parks named for in our community?"	**Pre-B) Enduring Understandings:** *Researchers gather and critique information from different sources for specific purposes.* *The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments and decision making.* *Questioning is at the heart of all learning.* *Written communication of inquiry represents solutions to problems, clarification of issues, and answers to essential questions.*	**Pre-B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with

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Students will explore a variety of ways to publish their findings: Poetry, creation of a mural, publish the information on the school website, and/or discuss their findings in a class wiki (see www.wikispaces.com). This project will require each student to: • CC5RI1 • CC5RI3 • CC5RI6 • CC5RI7 • CC5RI9 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c • CC5W1 • CC5W1a • CC5W1b • CC5W1d • CC5W2 • CC5W2a • CC5W2b • CC5W2d • CC5W2e • CC5W3 • CC5W3a • CC5W3b • CC5W3d • CC5W3e • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b	*Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.* *Writing is the process of communicating in print for a variety of audiences and purposes.* *Rules, conventions of language, help readers understand what is being communicated.* **Pre-B) Essential Questions:** Why conduct research? When is information critical and when is it not? What questioning techniques are most effective to gain information? What determines the accuracy, validity, and reliability of information? How can writing communicate ideas and deepen understanding? How do good writers express themselves? How do writers develop a well-written product? How do the rules of language affect communication? **Pre-B) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Understand the concept of plagiarism. • Create categories of information as research is conducted. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches,	adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment

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• CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5 • CC5SL6 • CC5L1 • CC5L2 • CC5L2a • CC5L2e • CC5L3 • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5c • CC5L6	charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Explain relevant questions in talking about a topic. • Write with a specific reader or audience in mind. • Plan and organize information for the intended readers. • Understand audience as all readers rather than just the teacher. • Use sketches or drawings to communicate ideas as necessary. • Use sketching to capture detail that is important to the topic. • Sometimes use diagrams or other graphics to support the process and/or add meaning. • Use new vocabulary in appropriate ways when speaking and writing.	Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
Pre-C) Developing and publishing a classroom and school creed Students will examine various types and samples of creeds to determine if there is a universal theme as well as the history and purpose of a creed. After exploring numerous creeds through print and the Internet, students will work in whole group and small group settings to create a creed for their school and class. They will investigate what should be included in the creed and provide explanations for their reasoning as they decide who should learn and recite the creed, and determine when it should be recited, as well as the benefits or detriments of having a creed. Students will present their proposed school creed to the board of directors, parent teacher organizations, and the school community. They will facilitate a vote to determine if the majority of the school population is in favor of the proposed creed. This project will require each student	**Pre-C) Enduring Understandings:** *Researchers gather and critique information from different sources for specific purposes.* *Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.* *Oral discussion helps to build connections to others and create opportunities for learning.* *Individuals have the power to make positive changes.* *Careful listening and speaking will help with communicating and sharing ideas with others.* **Pre-C) Essential Questions:** Why conduct research? How do writers develop a well-written product? How can discussion increase our knowledge and understanding of ideas? How much influence do individuals have?	**Pre-C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave

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to: • CC5RI1 • CC5RI2 • CC5RI7 • CC5RI9 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4b • CC5RF4c • CC5W1 • CC5W1a • CC5W1b • CC5W1c • CC5W1d • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL6 • CC5L1 • CC5L2 • CC5L2a • CC5L2e • CC5L3 • CC5L4 • CC5L4c	**Pre-C) Learning Targets:** *I can…* • Understand how information builds on each other throughout texts. • Remember important information from the text over several days of reading. • Summarize orally or in writing, including relevant information. • Self-monitor understanding and ask questions when meaning is lost. • Notice and remember significant information from illustrations or graphics. • Make connections to prior knowledge and use it to identify and incorporate new knowledge. • Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. • Notice new information and ideas and revise ideas in response to it. • Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text. • Form implicit questions and search for answers in the text while reading, discussing, and listening. • Derive and interpret the author's underlying messages. • Evaluate the quality or authenticity of the text, including the author's qualifications. • Make note of interesting new words and intentionally remember them to use in oral discussion or writing. • Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts. • Notice how the writer has organized informational texts (categories, subcategories, sequence). • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of	Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	the text. • Identify evidence that supports argument. • Recognize multiple points of view.	
Pre-D) Developing and publishing a personal creed In order to facilitate students thinking about their personal creeds, they will learn how to write an interpretive essay based on their own lives but also drawing on the experiences of characters in the literature they are reading during their personal and guided reading lessons. As students begin to write their personal creed, they will explore creeds already written, beginning with John Davison Rockefeller's, *I Believe*, which is on display at the Rockefeller Center in New York City (further information available at: http://www.rockarch.org/bio/jdrjr.php). They will use the website http://thisibelieve.org to further their understanding of what it means to construct a personal creed. This international organization is dedicated to engaging people in writing and sharing essays that describe the core values that guide their daily lives. Information and curricula is available for educators as a reference tool. As students work through all phases of the writing process they will participate in writing mini lessons focused on "rereading" their own lives and growing theories about themselves; practicing how to use sentence-starters such as "I'm the kind of person who…" "Some people think that I am ____ but really I am ____"; or "On the outside, I seem like someone who _____ but on the inside I am _____" and "The thought I have about this is. . . ." "In other words . . ."or "That is . . ."or "The surprising thing about this is . . ."or "This makes me realize . . ."or "To add on. . . ." in order to capture their theories. Students will learn how to craft a main idea, (the claim or a thesis) and provide several parallel supporting ideas using the strategy of boxes and bullets. Writing practice will also include working with transitions through the use of connecting sentence starters, such as "I'm reminded of _____ in	**Pre-D) Enduring Understandings:** *Receptive and expressive oral language skills enhance communication.* *Speaking and listening are skills that can be learned and practiced for lifelong improvement.* *Communication is an active, not a passive, process in which we exchange meaning with others.* *Technology is constantly changing and requires continuous learning of new skills.* *Successful communication is knowing how, when, and why to convey a message.* **Pre-D) Essential Questions:** How can discussions increase my knowledge and understanding of an idea or ideas? How do rules of language affect communication? How do I choose which technological tools to use and when is it appropriate to use them? How do I develop communicative competence? **Pre-D) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Identify and select important information from the total available. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation.	**Pre-D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers

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____," or "_____in _____ also shows this same characteristic," or "I recognized this same tendency in _____ when I read _____." This project will require each student to: • CC5RI1 • CC5RI2 • CC5RI7 • CC5RI9 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4b • CC5RF4c • CC5W1 • CC5W1a • CC5W1b • CC5W1c • CC5W1d • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL6 • CC5L1 • CC5L2 • CC5L2a • CC5L2e	• Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Explain relevant questions in talking about a topic. • Write with a specific reader or audience in mind. • Plan and organize information for the intended • Use new vocabulary in appropriate ways when speaking and writing. • Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan. • Look for ideas and topics in personal experiences, shared through talk. • Gather a variety of entries (character map, timeline, sketches, observations, free writes, drafts, lists) in a writer's notebook. • Reread a writer's notebook to select topics. • Note observations about craft from mentor texts. • Make a plan for an essay that makes a claim and contains supporting evidence. • Select small moments, full of emotion that can be expanded. • Observe carefully events, people, settings, and other aspects of the world to gather information on a topic. • Develop a clear main idea around which a piece of writing will be planned. • Use the organizing features of electronic text (bulletin boards, databases, keyword searches, email addresses) to locate information. • Select details that will support the topic. • Change writing in response to peer or teacher feedback.	Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **Pre-D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5L3 • CC5L4 • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	• Use mentor texts in making revisions and publishing. • Name, understand the purpose of, try out, and internalize crafting techniques. • Understand that a writer rereads and revises while drafting (recursive process). • Bring the piece to closure with an ending or final statement. • Arouse reader interest with a strong lead. • Write a discovery draft (write fast and as much as possible on a topic). • Produce multiple-paragraph pieces. • Provide insight as to why an incident or event is memorable. • Mark the most important part of a piece of writing to clarify what is important for the reader to understand. • Add information to the middle to clarify meaning for readers. • Add transitional words and phrases to clarify meaning and make the writing smoother. • Add descriptive words and details to writing or drawings to enhance meaning, not simply to add information. • Delete redundant or unnecessary information to make a piece clearer or more interesting. • Reorganize paragraphs for better sequence or logical progression of ideas. • Use a number of revision tools and techniques (e.g., carets, sticky notes, spider legs, word-processing, cutting apart and reordering). • Edit for spelling, capitalization, punctuation, and grammar.	

Fifth Grade Expedition One: Top Gear

Timeline: Approximately mid-September to Mid December (12 weeks)
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

This expedition begins with an exploration of many different kinds of simple and complex machines and culminates with each student designing a battery-powered model of a vehicle, complete with owner's manual. Students will not only learn the principles and scientific aspects of electricity, forces and motion, and magnetism, but will also learn to create technical drawings and conduct market research to determine consumer needs prior to designing their vehicle. As students

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complete and analyze the data obtained through their market research, they will develop a mission statement for their new car designing company. Various mission statements published by well-known companies will be examined for structure and organization, truthfulness, intent, and artistry. In order to understand the evolution of the automotive industry, students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will select a key individual to research, create a bio-card to contribute to the whole class annotated timeline and participate in an Automobile Industry "Mixer" where they role-play their individual as they explore and evaluate the individual's contribution to the car industry. An annotative automotive timeline will be constructed to depict the evolution of this world changing industry.

Expedition One Enduring Understandings:
Science is a way of thinking about and investigating the world in which we all live.
Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.
Science is a human endeavor.
People from many cultures have contributed to the understanding of science.
Understanding the development of scientific ideas is essential for building scientific knowledge.

The Essential Questions that propel Expedition One consist of the following:
How do scientists explore, explain and prove their thinking about the way things work?
How do simple machines and electricity affect our daily lives?
How can scientific experimentation improve design?
What do we mean in science when we say that "We stand on the shoulders of giants?"

Literacy Tools Used During Expedition One:

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:

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A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Portfolios
Learning Logs
Reflection Journals

Integrated Language Arts Projects: Fifth Grade Expedition One

1A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**1A) Enduring Understandings:**	**1A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will continue to build a variety of reading tools they will need as readers, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-	*Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face.* *Great literature presents a complex story in which the inner and outer lives of human begins are revealed.* *Reading for meaning often requires imagining conversation with and questioning of the author.* *Active reading requires a person to consider and respond-very different from passively accepting or instantly liking or disliking.* *Different readers may respond to the same text in different ways. The better responses are those that provide greater insight into the text and/or the issues raised.* *Writing is the process of communicating in print for a*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries

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lessons will focus on skills and practices that will build reading and research independence such as: how to compare and contrast texts, analyze claims and arguments, investigate authors' points of view, critique and to design their own independent analysis of the research, how to read across texts and compare information with fellow researchers in the classroom, note-taking strategies, and skills to help students write to develop their thinking as they read, gathering information from multiple sources, and keeping track of their sources. Students will continue their work with reading partners as they form special interest "round tables" to pursue their research further. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies such as the use of spelling patterns, plurals, syllables, contractions, and prefixes and suffixes. Vocabulary development will focus on acquiring and applying technical vocabulary and word origins. This will require each student to: • CC5RL1 • CC5RL2 • CC5RL3 • CC5RL4 • CC5RL7 • CC5RI1 • CC5RI2 • CC5RI4 • CC5RI5 • CC5RI7 • CC5RI9 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c	*variety of audiences and purposes.* *Oral language is a tool for communicating, thinking, and learning.* *Listening is an active process to gain understanding.* **1A) Essential questions:** What is the relationship between popularity and greatness in texts? Is a 'good read' always a great book? What is the author saying? How do I know what the author is saying? How do I read between the lines? What lies beneath the surface of this text? How does a text reveal us to ourselves? When is it appropriate to ask questions? How does a listener understand a message? Why does a writer choose a particular form of writing? **1A) Learning Targets** *I can…* • Demonstrate ability to use automatically and flexibly ways to solve words (dividing words into syllables, using phonograms within multi syllable words, using word parts, using • Use word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words. • Understand multiple meanings of words. • Understand words that represent abstract concepts. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs,	GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention

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• CC5W1 • CC5W1a • CC5W1b • CC5W1c • CC5W1d • CC5W2 • CC5W2a • CC5W2b • CC5W2c • CC5W2d • CC5W2e • CC5W4 • CC5W8 • CC5W9 • CC5W9a • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL6 • CC5L1 • CC5L1a • CC5L1c • CC5L2 • CC5L2a • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a	pronunciation guides, index, references). • Process long sentences (twenty or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Form implicit questions and search for answers while reading. • Gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue, with no illustrations. • Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts). • Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them is summary form in order to remember and use them as background knowledge. • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. • Read dialogue with phrasing and expression that reflects thinking and understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Change style and pace of reading to reflect purpose. • Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts. • Support predictions with evidence from the text or from knowledge of genre.	Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5c • CC5L6	• Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters across texts by circumstances, traits, or actions. • Mentally form categories of related information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels. • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them. • Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography. • Identify significant events and how they are related to the problem of the story or the solution. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Infer the meaning of symbols (objects, motifs, events, characters) that the writer uses to convey and enhance meaning. • Infer characters' traits and feelings, and plot	

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	from illustrations in graphic texts. • Notice and understand the meaning of symbolism when used by a writer to create texts. • Identify similarities across texts. • Identify main ideas and supporting details. • Locate textually explicit information such as settings, plot, resolution, character development, and conflict. • Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction). • Understand when a writer has combined underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Notice and interpret figurative or descriptive language and discuss how it adds to the meaning or enjoyment of a text. • Understand and discuss how the writer builds interest and suspense across a story and provide examples. • Find the topic sentence or main idea of a paragraph. • Critique a text as an example of a genre. • Evaluate author's use of characterization and/or plot (e.g., believability or depth). • Evaluate aspects of a text that add to enjoyment or interest. • Assess whether a text is authentic and consistent with life experience or prior knowledge. • Notice and use frequently appearing long vowel patterns that appear in multisyllabic words. • Notice and use other vowel patterns that appear in multi-syllable words. • Understand that some words have double	

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	consonants in the pattern. • Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*. • Recognize and use abbreviations. • Read and write the 500 words that occur with highest frequency in English rapidly, accurately, and with automaticity. • Recognize and use words as metaphors and similes to make comparisons. • Recognize and use endings for adjectives that add meaning or change the adjective to an adverb. • Recognize and use endings for adjectives that add meaning or change the adjective to a noun and some exceptions. • Recognize and use adverbs that end in *e* and that end in *–ic*. • Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs. • Recognize and use a variety of complex compound words and hyphenated compound words. • Recognize and use syllables. • Understand the concept of plurals and plural forms.	
1B) Inventor Research, Annotated Timeline, and Automobile Industry "Mixer" Students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will select a key individual to research, create a bio-card to contribute to the whole class annotated timeline and participate in an Automobile Industry "Mixer" where they role-play their individual. For the "Mixer" students will come dressed as their individual in costume or by	**1B) Enduring Understandings:** *Research enables learners to apply the concept of time, location, distance, relationships, and points of view to the study of contemporary and past peoples, places, issues, and events.* *A media literate person can evaluate how words, images, and sounds influence a message.* *There are many reasons to write, including writing-to-learn, writing-to-demonstrate learning, and writing for*	**1B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions

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having an appropriate prop to suggest who they are, unique to the individual. Students will prepare a mini-biography that will accompany the name and date(s) of the inventor/scientist/leader in order to briefly describe their contribution to the automotive industry and use their prepared bio-card to share information with others. For example, a student might choose Henry Ford to research they would then come dressed as Henry Ford or carrying a model of one of his early designs. During the "Mixer", this student would pretend to be Henry Ford during all interactions with other students. As students mingle with each other, they will greet and introduce each other "in character" as they role-play their individual. When an adult says, "Freeze!" individuals will stop and pair with another individual and discuss one or more of the following questions: 1) Explain how your birthplace and date (i.e., time period and culture) influenced your life and contributions to the automobile industry; 2) What are your most significant contributions/discoveries/inventions; 3) What are you most famous for 4) Who was your most important influence; and 5) What awards were you given and how did that affect your life? After a few minutes, students begin to mingle until they are told to "freeze" and find a different partner. Each student will place information about his or her research subject in the appropriate time frame on the whole class annotated timeline using the mini-biography previously created. This project will require each student to: • CC5RL1 • CC5RL2 • CC5RL3 • CC5RL4 • CC5RL6 • CC5RL9 • CC5RI1 • CC5RI2 • CC5RI4 • CC5RI5 • CC5RI6 • CC5RI7 • CC5RI9	*authentic purposes and audiences.* *Good research comes from a variety of sources.* *Good researchers check information for accuracy and validity.* *Good researchers employ strategies to help them research information.* *Good researchers extract information from a variety of sources and draw logical conclusions.* **1B) Essential Questions:** Why conduct research? How does the past influence the present and the future? What lessons can be learned from studying the past? Why do I need to evaluate what I read? How do I prepare for reading and writing? What new meaning did I make from combining evidence in the text and my background knowledge? Why use technology for research? How do researchers gather information? Why check for validity and accuracy of information? **1B) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Understand the concept of plagiarism. • Create categories of information as research is conducted. • Determine when enough research information has been obtained to adequately cover the topic and question. • Select and include only the information that is appropriate to the topic and to the category. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations.	fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1B) Summative Assessments:** *Student progress will be measured by:*

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• CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c • CC5W2 • CC5W2a • CC5W2b • CC5W2c • CC5W2d • CC5W2e • CC5W3 • CC5W3a • CC5W3b • CC5W3c • CC5W3d • CC5W3e • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5 • CC5SL6 • CC5L1 • CC5L1c	• Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Write with a specific reader or audience in mind. • Plan and organize information for the intended readers. • Understand audience as all readers rather than just the teacher. • Use sketches or drawings to communicate ideas as necessary. • Use sketching to capture detail that is important to the topic. • Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). • Make note of important or new information while reading nonfiction. • Change opinions or understandings based on new information or insights gained from text. • Understand how information builds on each other throughout texts. • Remember where to find important information in more complex texts so opinions and theories can be checked through revisiting. • Reflect in summary awareness of graphical features such as heading, sidebars, and legends. • Continuously check with the evidence in a text to ensure that writing reflects understanding. • Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text.	Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5L2 • CC5L2a • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5c • CC5L6	• Form implicit questions and search for answers in the text while reading, discussing, and listening. • Derive and interpret the author's underlying messages. • Evaluate the quality or authenticity of the text, including the author's qualifications. • Notice how the writer has organized informational texts (categories, subcategories, sequence). • Think critically about informational texts in terms of quality of writing accuracy, and the logic of conclusions.	
1C) Market Research and Mission Statement Just as automotive companies must consider the consumer when they design new products, students will be required to do the same thing in the *Top Gear* learning expedition. To determine the market need for products, students will work in partnerships and in small groups to develop an Internet survey. They will design questions to help them understand consumer wants and needs when making vehicle purchases. This survey will be delivered to members of the school community via the school website. Once students have their data, they will use the information to help them write a mission statement. Each student will develop a mission statement for a consulting company that was developing a new vehicle prototype. Students will be required to evoke the spirit of their design intention and engineering strategy when writing the mission statement. To accomplish this, they will study the mission statements of well-known companies. Using the full writing process, each student will write his or her own mission statement with peer and teacher critique throughout the process. These projects will require each student to: • CC5RI1 • CC5RI4	**1C) Enduring Understandings:** *The study of economics fosters an understanding of the management of resources in the global, public, and private sectors, and in individual decision-making.* *The opinion of the purchasing public helps to shape economic factors.* *Asking questions and analyzing data guides informed decision-making.* *Written communication of inquiry represents solutions to problems, clarifications of issues, and answers to questions.* *To be effective, writing must be a sufficiently developed, coherent unit of thought.* *A writer selects a form based on his purpose.* *Conventions of language help readers understand what is being communicated.* *A writer's choice of words and style set a tone and define the message.* **1C) Essential Questions:** How does supply and demand work in our economy? How is price determined? Once information is collected, how do you analyze	**1C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments

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• CC5RI5 • CC5RI6 • CC5RI7 • CC5RI8 • CC5RI9 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c • CC5W1 • CC5W1a • CC5W1b • CC5W1c • CC5W1d • CC5W2 • CC5W2a • CC5W2b • CC5W2c • CC5W2d • CC5W2e • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4	what you have found out? What does the data mean? Why does a writer choose a particular form of writing? How does the choice of words affect the message? How do writers develop a well-written product? How is information organized? Why is information organized in different ways? How can writing communicate ideas and deepen understanding? How do rules of language affect communication? **1C) Learning Targets** *I can…* • Recognize subtle meaning for words used in context. • Gather information from factual texts and use strategies for remembering it. • Maintain memory of many different texts and use them as resources for making connections. • Form implicit questions and search for answers in the text while listening and during discussion. • Identify evidence that supports argument. • Draw conclusions from information. • Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from own perspective. • Compare perspectives with other readers and build on the ideas of others in discussion. • Evaluate the quality or authenticity of the text, including the writer's qualifications. • Understand the importance of word choice form the writer's point of view; consider alternative word choices. • Notice how the writer has organized the text. • Recognize the writer's choice of first, second, or third person and discuss and hypothesize the reasons for this decision.	Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling

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• CC5SL5 • CC5SL6 • CC5L1 • CC5L1c • CC5L2 • CC5L2a • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5c • CC5L6	• Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. • Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions. • Recognize and think critically about argument and persuasion. • Derive the moral lesson of a text. • Recognize multiple points of view. • Recognize similarities across texts (organization, style, theme). • Derive the author's purpose and stance even when implicitly stated	Inventories Portfolios Rubrics AIMSWEB
1D) Owner's Manual Observational writing will allow students to record (through the use of sketches) in extreme detail all they have observed and planned during their field work and research and then use those sketches and observations to write in words, phrases, sentences, and paragraphs about what they have seen or noticed. Students will practice using the thinking skills of a scientist to form questions and provide information with prompts such as "I notice….I see…This reminds me of…". Students will sketch with labels and captions using precise vocabulary and explain images in greater detail. Note-taking strategies such as boxes and bullets, reading chunks of text then recording the most important points, writing a table of contents and an index to help organize their information, and organizing their notes will be part of the lesson process as they draft their owner's manual. This project will	**1D) Enduring Understandings:** *Writing is the process of communicating in print for a variety of audiences and purposes.* *Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.* *Rules, conventions of language, help readers understand what is being communicated.* *The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.* *Effective communication demands clear, concise, coherent, and accurate writing and speaking skills.* *Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.*	**1D) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries

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require each student to: • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c • CC5W2 • CC5W2a • CC5W2b • CC5W2c • CC5W2d • CC5W2e • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL6 • CC5L1 • CC5L1c • CC5L2 • CC5L2a • CC5L2e • CC5L3 • CC5L3a	**1D) Essential Questions:** How do writers develop a well-written product? How do rules of language affect communication? How should I say this word, phrase, and/or sentence? How do writers express themselves? How does process shape the writer's product? **1D) Learning Targets:** *I can …* • Understand how the purpose of the writing influences the selection of genre. • Write with a specific reader or audience in mind. • Plan and organize information for the intended reader. • Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting. • Think through a topic, focus, organization, and audience. • Take notes on new writing techniques. • Get ideas from books and writers about how to approach a topic. • Use texts, including those found on the Internet, to get ideas on a topic. • Select a title that fits the content. • Understand revision as a means for making written messages stronger and clearer to readers. • Create paragraphs that group related ideas. • Maintain central idea or focus across paragraphs. • Show steps in an informational text in enough details to follow a sequence. • Reread writing to think about what to write next. • Reread writing to check for clarity and purpose.	GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment

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• CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5c • CC5L6	• Add details to make the writing clearer or more interesting. • Add information in footnotes or endnotes.	Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB
IE) Celebration of Learning Event Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition One. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but also the drafts and process of learning experienced. This will require each student to: • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4b • CC5RF4c • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5	**1E) Enduring Understandings** *Oral language is a tool for communicating, thinking, and learning.* *A speaker's choice of words and style set a tone and define the message.* *Audience and purpose (e.g., inform, persuade, entertain) influence communication.* *Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.* *The use of the voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message.* *Discussion creates a greater understanding of a variety of topics.* *Listening is an active process to gain understanding.* **1E) Essential Questions** How can discussion increase our knowledge and understanding of an idea(s)? How does the choice of words affect the message? Why share ideas orally? How can I communicate so others will listen? How do speakers express their thoughts and feelings? How do effective speakers hook and hold their	**1E) Formative Assessments** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities

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• CC5SL6 • CC5L1 • CC5L3 • CC5L3a • CC5L6	audience? What is the message? **1E) Learning Targets** *I can….* • Use conventions of respectful speaking. • Take responsibility for assuring that others have a chance to talk and use conversational techniques that encourage others to talk. • Understand and use language for the purpose of humor. • Understand the role of nonverbal language. • Build on the talk of others, making statements related to the topic, and responding to cues. • Use turn-taking conventions skillfully in small and large groups. • Ask clear questions and follow-up questions. • Restate points that have been made and extend or elaborate them. • Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher. • Express opinions and support with evidence. • Report interesting information from background experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Have an audience in mind before starting to speak. • Sequence ideas, examples, and evidence in a way that shows their relationship.	Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **1E) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios

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	• Actively participate in conversation, listening and looking at the person who is speaking. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic. • Speak with confidence when presenting. • Pause effectively to enhance interest and emphasize points. • Present information in ways that engage the listeners' attention. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • Identify and acknowledge sources of the information included in oral presentations. • Read aloud and discuss own writing with others. • Demonstrate understanding of an informational topic through formal presentation. • Add evaluative comments, making clear that opinion is being stated *(I think…).* • Make persuasive presentations that establish a clear argument and support it with documented evidence. • Recite information with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits.	Rubrics AIMSWEB

<u>Fifth Grade Mid-Year Off- Expedition: Interplanetary Travel</u>

Timeline: Approximately January through mid-February for six weeks located between the end of Expedition One and the beginning of Expedition Two.

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For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will work in collaborative groups of four to complete the following imaginary challenge:
"The CEO of the Zip-it Travel Agency wants to be the first to locate a space hotel around a planet in our solar system. They have contracted with our class to identify the planet best suited for tourism. The company wants to know which planet has the most options for exciting, extreme activities never tried on Earth and amazing sights people only imagine about seeing! Our class was contacted because we have the most creative and innovative thinkers in the industry. Zip-it Travel Agency knows we can come up with the once in a lifetime vacation they are looking for to present to their clients. Please make sure that life-sustaining factors are included in your design so guests will survive the visit!"

To complete this challenge, students will work in groups of four and briefly investigate one of four planets selecting the one planet they feel can best meet the needs of the client. Using the chosen planet, students will create a sensational planetary adventure, complete with recreational activities suitable for the planet. Students will also plan the transportation and lodging for their planet. The information obtained will be presented at the upcoming nationally televised "Cosmic Voyage " conference held by the Zip-it Travel Agency. Your team's mission will be to develop an attractive multimedia slide show complete with pie charts and bar graphs with an oral presentation designed to convince the citizens of Earth that their planet is the "Number One Travel Destination of the Universe." Each student will have one of the following jobs: 1) Event Coordinator: Researches, identifies, and explains the most interesting landmarks and unusual features of their planet and what challenges humans would face trying to live on the planet (e.g., weightlessness, air quality, ability to grow plants, etc.); 2) Rocket Specialist: Researches how long it takes to travel to the planet, how astronauts deal with basic necessities like sleeping, eating, etc., and what an astronaut's daily schedule would look like; 3) Fashion Designer: Researches what unique conditions exist in space that make special clothing important for space travel, special gear developed for space travel (e.g., breathing gear, temperature protection, communication gear), the atmosphere of their planet, and design their own space suit unique to the conditions of their planet; and 4) Location Scout: Researches the unusual weather, unique surface features, how day and night on their planet compares to Earth, and designs a resort for visitors to their planet.
This exploration will culminate in multimedia presentations to the school community.

Mid-Year Off-Expedition Enduring Understandings:
The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family, and community health decisions.
Our Solar System is part of the Milky Way Galaxy, which is one of many galaxies in the Known Universe. While the composition of planets varies considerably, their components and the applicable laws of science are universal.
Observable, predictable patterns of movement in the Sun, Earth, and Moon systems occur because of the gravitational interaction and energy from the Sun.
Physical characteristics of planets depend on their distance from the Sun and their size.
The universe is composed of galaxies, each of which is composed of solar systems having the same elements and governed by the same laws.
Organisms and their environments are interconnected.

The Essential Questions that propel the Mid-Year Off-Expedition consist of the following:
What predictable, observable patterns occur as a result of the interaction between the Earth, Moon, and Sun?
What causes these patterns?
How are planets and other objects in the Solar System similar to and different from Earth?

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What implication does this have for the existence and sustaining of life on other planets?
How are we connected to Earth?

Literacy Tools Used During Mid-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Portfolios
Learning Logs
Reflection Journals

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Integrated Language Arts Projects: Mid-Year Off-Expedition Fifth Grade

Mid-Year A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student.
Students will explore the reading tools they will need as readers including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions.
Mini-lessons will focus on skills and practices that will build reading independence such as searching for and using information, summarizing skills, synthesizing information, analyzing the structure of genres and complex plots, the use of symbolism, and critiquing texts.
Students will continue their work with reading partners to analyze the problems faced by main characters, what they would do differently as a character or author, how the setting affects the main character, predicting and comparing the character's situation to other situations or experiences that they have read about in various texts.
Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Mini-lessons could focus on syllable types, using plurals, verb tenses, nouns, verbs, adjectives, and adverbs.
Vocabulary development will focus on skills need to understand figurative language, acronyms, idioms, and word origins.
This will require each student to:

Mid-Year A) Enduring Understandings:
Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help students figure out unfamiliar words while reading.
Interpretations of text involve linking information across parts of a text and determining importance of the information presented.
Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluating texts, showing evidence of responsible interpretations of texts and examining texts critically.
There are many reasons to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
The goal of reading is to make meaning from text.
Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).
Different types of texts place different demands on the reader. Understanding text features, text structures, and characteristics associated with different text genres facilitates the reader's ability to make meaning of the text.
Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.

Mid-Year A) Essential Questions:
How do I use context and analyze words to make meaning from text?
What is the author trying to say?
What do I think I will learn from this text?
How do I "read between the lines"?
How should I read different types of texts?
What does a reader gain from re-visiting or re-reading a text?

Mid-Year A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers

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- CC5RL1
- CC5RL2
- CC5RL3
- CC5RL4
- CC5RL6
- CC5RL7
- CC5RL9
- CC5RI1
- CC5RI2
- CC5RI3
- CC5RI4
- CC5RI5
- CC5RI8
- CC5RF3
- CC5RF3a
- CC5RF4
- CC5RF4a
- CC5RF4b
- CC5RF4c
- CC5W1
- CC5W2
- CC5W3
- CC5W4
- CC5W8
- CC5W9
- CC5W9a
- CC5W9b
- CC5W10
- CC5SL1
- CC5SL1a
- CC5SL1b
- CC5SL1c
- CC5SL1d
- CC5SL2
- CC5SL3
- CC5SL4
- CC5SL6

What do you do when you do not understand everything in a text?
What does a reader gain by summarizing a text?
What should we do when texts and/or authors disagree?

Mid-Year A) Learning Targets:
I can…

- Demonstrate ability to use automatically and flexibly ways to solve words (dividing words into syllables, using phonograms within multi syllable words, using word parts, using prefixes and affixes, and connecting words to known words).
- Use word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words.
- Understand multiple meanings of words.
- Understand words that represent abstract concepts.
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references).
- Process long sentences (twenty or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs).

- Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns.

Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year A) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC5L1 • CC5L1a • CC5L1c • CC5L1e • CC5L2 • CC5L2a • CC5L2b • CC5L2d • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC6L6	• Gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue, with no illustrations. • Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts). • Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them is summary form in order to remember and use them as background knowledge. • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. • Read dialogue with phrasing and expression that reflects thinking and understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Change style and pace of reading to reflect purpose. • Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts. • Support predictions with evidence from the text or from knowledge of genre. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters across texts by circumstances, traits, or actions. • Mentally form categories of related	

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	information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels. • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • Find evidence to support an argument. • In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them. • Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography. • Identify significant events and how they are related to the problem of the story or the solution. • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Infer the meaning of symbols (objects, motifs, events, characters) that the writer uses to convey and enhance meaning. • Infer characters' traits and feelings, and plot from illustrations in graphic texts. • Notice and understand the meaning of symbolism when used by a writer to create texts. • Identify similarities across texts.	

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	• Identify main ideas and supporting details. • Locate textually explicit information such as settings, plot, resolution, character development, and conflict. • Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction). • Understand when a writer has combined underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Notice and interpret figurative or descriptive language and discuss how it adds to the meaning or enjoyment of a text. • Represent the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers. • Notice how an author uses words in a connotative way (to imply something beyond the literal meaning). • Understand the role of the setting in realistic fiction and fantasy. • Find the topic sentence or main idea of a paragraph. • Critique a text as an example of a genre. • Evaluate author's use of characterization and/or plot (e.g., believability or depth). • Evaluate aspects of a text that add to enjoyment or interest. • Assess whether a text is authentic and consistent with life experience or prior knowledge. • Notice and use frequently appearing long vowel patterns that appear in multisyllabic words. • Notice and use other vowel patterns that appear in multi-syllable words. • Understand that some words have double	

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		consonants in the pattern. • Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*. • Recognize and use abbreviations. • Read and write the 500 words that occur with highest frequency in English rapidly, accurately, and with automaticity. • Recognize and use words as metaphors and similes to make comparisons. • Recognize and use endings for adjectives that add meaning or change the adjective to an adverb. • Recognize and use endings for adjectives that add meaning or change the adjective to a noun and some exceptions. • Recognize and use adverbs that end in *e* and that end in *–ic*. • Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs. • Recognize and use a variety of complex compound words and hyphenated compound words. • Recognize and use syllables. • Understand the concept of plurals and plural forms.	

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Mid-Year B) Research

Students will create a sensational planetary adventure, complete with recreational activities suitable for the planet. Students will also plan the transportation and lodging for their planet. The information obtained will be presented at the upcoming nationally televised "Cosmic Voyage " conference held by the Zip-it Travel Agency. Each team's mission will be to develop an attractive multimedia slide show complete with pie charts and bar graphs with an oral presentation designed to convince the citizens of Earth that their planet is the "Number One Travel Destination of the Universe."
In order to prepare their presentation, each student will have one of the following jobs: 1) Event Coordinator: Researches, identifies, and explains the most interesting landmarks and unusual features of their planet and what challenges humans would face trying to live on the planet (e.g., weightlessness, air quality, ability to grow plants, etc.); 2) Rocket Specialist: Researches how long it takes to travel to the planet, how astronauts deal with basic necessities like sleeping, eating, etc., and what an astronaut's daily schedule would look like; 3) Fashion Designer: Researches what unique conditions exist in space that make special clothing important for space travel, special gear developed for space travel (e.g., breathing gear, temperature protection, communication gear), the atmosphere of their planet, and design their own space suit unique to the conditions of their planet; and 4) Location Scout: Researches the unusual weather, unique surface features, how day and night on their planet compares to Earth, and designs a resort for visitors to their planet. Each student will need to create their portion of a multimedia presentation that will include pictures of their planet with unique features labeled, pie charts and/or graphs to share the data collected during this project. This project will require each student to:

- CC5RI1
- CC5RI2
- CC5RI3
- CC5RI4

Mid-Year B) Enduring Understandings:
Good research is based on asking Driving Questions: open-ended, thought provoking, curious, and unique.
Physical characteristics of planets depend on their distance from the Sun and their size.
Technology is constantly changing and requires continuous learning of new skills.
Selection of technology should be based on the needs of the author/writer/researcher.
A tool is only as good as the person using it.
Good research requires the ability to access and evaluate reliable resources.
Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships.

Mid-Year B) Essential Questions:
Why conduct research?
What is my Driving Question?
What technological skills do I need to learn?
How do I choose which technological tools to use and when it is appropriate to use them?
How can I transfer what I know to new technological situations/experiences?
What are my responsibilities for using technology?
What constitutes misuse of technology and how can it best be prevented?
How does the knowledge of word parts increase vocabulary and deepen comprehension of text?
What impact does context have on word meaning?

Mid-Year B) Learning Targets:
I can…

- Summarize orally or in writing, including relevant information.
- Self-monitor understanding and ask questions when meaning is lost.

Mid-Year B) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls

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- CC5RI5
- CC5RI6
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- CC5RF3
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- CC5RF4a
- CC5RF4c
- CC5W1
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- CC5W1b
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- CC5W4
- CC5W5
- CC5W6
- CC5W7
- CC5W8
- CC5W9
- CC5W9b
- CC5W10
- CC5SL1
- CC5SL1a

- Notice and remember significant information from illustrations or graphics.
- Notice new information and ideas and revise ideas in response to it.
- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text.
- Form implicit questions and search for answers in the text while reading, discussing, and listening.
- Derive and interpret the author's underlying messages.
- Evaluate the quality or authenticity of the text, including the author's qualifications.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.
- Notice how the writer has organized informational texts (categories, subcategories, sequence).
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text.
- Think critically about informational texts in terms of quality of writing accuracy, and the logic of conclusions.
- Identify evidence that supports argument.
- Recognize multiple points of view.
- Begin with a purposeful and engaging lead.
- Bring a piece to closure with a concluding statement.
- Present ideas clearly and in logical sequence or categories.
- Support ideas with facts, details, examples, and explanations from multiple authorities.
- Use paragraphs to organize ideas.

Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5 • CC5SL6 • CC5L1 • CC5L1a • CC5L1c • CC5L1e • CC5L2 • CC5L2a • CC5L2b • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	• Use a variety of underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem and solution, cause and effect). • Provide details that are accurate, relevant, interesting, and vivid. • Hold the reader's attention with clear, focused content. • Vary sentence length to create feeling or mood. • Use concrete sensory details and descriptive language. • Use examples to make meaning clear. • Use language to establish a point of view. • Understand the differences between first and third person. • Select precise words to reflect the intended message or meaning. • Use strong verbs. • Use transitional words for time flow (finally, after some time). • Use vocabulary appropriate for the topic. • Write with a unique perspective. • Write in a way that shows care and commitment to the topic. • Use punctuation to support voice or tell the reader how to read the text (commas, ellipses, dashes, colons). • Use layout, spacing, and size of print to create titles, headings, and subheadings. • Write complete sentences with a noun and verb. • Use conventional sentence structure for complex sentences with embedded clauses. • Write sentences in past, present, future, present perfect, and past perfect tenses. • Use prepositions and prepositional phrases	

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		correctly. • Use verb and objects that are often misused correctly. • Use adjectives and adverbs correctly. • Understand and use paragraph structure to organize sentences that focus on one idea. • Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings. • Spell complex plurals correctly. • Open approved websites and search for information within nonlinear presentations (topics and categories). • Download selected information. • Locate and validate information on the Internet (from approved sites only). • Use technology tools for research and problem solving across curriculum areas. • Understand the important of multiple sites and sources for research. • Recognize that information is framed by the source's point of view and use this information to detect bias on websites. • Use digital photos or illustrations from the Internet when publishing. • Rapidly and efficiently use keyboarding while working with word-processing programs. • Use a variety of technology tools to maximize the accuracy of technology-produced products. • Cite and credit material downloaded from interactive media. • Create presentation slides to accompany a report. • Understand the concept of plagiarism. • Create categories of information as research is conducted. • Determine when enough research information	

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	has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Identify and select important information from the total available. • Conduct research to gather information in planning a project. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • Generate and expand ideas through talk with peers and teacher. • Use diagrams or other graphics to support the process and/or add meaning. • Select precise words to reflect what the writer is trying to say. • Use a range of descriptive words that enhance the meaning. • Use strong verbs and nouns.	
Mid-Year C) Planetary Presentation Once students have completed their research, they will develop and deliver a presentation at the upcoming nationally televised "Cosmic Voyage " conference held by the Zip-it Travel Agency. Each team's mission will be to develop an attractive multimedia slide show complete with pie charts and bar graphs with an oral presentation designed to convince the citizens of Earth that their planet is the "Number One Travel Destination of the Universe." This project will require each student to:	**Mid-Year C) Enduring Understandings:** *Effective collaboration requires that we use what we know in order to compromise, cooperate, and show mutual respect.* *Oral language is a tool for communicating, thinking, and learning.* *Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.* *A speaker's choice of words and style set a tone and*	**Mid-Year C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions

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- CC5SL3
- CC5SL4
- CC5SL5
- CC5SL6
- CC5L1
- CC5L3
- CC5L3a
- CC5L6

define the message.
Listening is an active process to gain understanding.
Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
Effective listeners area able to interpret and evaluate increasingly complex messages.

Mid-Year C) Essential Questions:
How can collaboration contribute to our success?
How can discussion increase my knowledge and understanding of an idea(s)?
When is it appropriate to ask questions?
How do speakers express their thoughts and feelings?
How does the choice of words affect the message?
How does a speaker communicate so others will listen and understand the message?
How does a listener understand a message?

Mid-Year C) Learning Targets:
I can…

- Use conventions of respectful speaking.
- Take responsibility for assuring that others have a chance to talk and use conversational techniques that encourage others to talk.
- Understand and use language for the purpose of humor.
- Understand the role of nonverbal language.
- Build on the talk of others, making statements related to the topic, and responding to cues.
- Use turn-taking conventions skillfully in small and large groups.
- Ask clear questions and follow-up questions.
- Restate points that have been made and extend or elaborate them.
- Recall information, big ideas, or points made by others in conversation or from fielded from peers and adults)

Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Mid-Year C) Summative Assessments:
Student progress will be measured by:

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		presentations by students or teacher. • Express opinions and support with evidence. • Report interesting information from background experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Have an audience in mind before starting to speak. • Sequence ideas, examples, and evidence in a way that shows their relationship. • Actively participate in conversation, listening and looking at the person who is speaking. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic. • Speak with confidence when presenting. • Pause effectively to enhance interest and emphasize points. • Present information in ways that engage the listeners' attention. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • Identify and acknowledge sources of the information included in oral presentations. • Read aloud and discuss own writing with	Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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		others. • Demonstrate understanding of an informational topic through formal presentation. • Add evaluative comments, making clear that opinion is being stated *(I think…).* • Make persuasive presentations that establish a clear argument and support it with documented evidence. • Recite information with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits.	

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Fifth Grade Expedition Two: Delaware's Changing Bay Area

Timeline: Approximately mid-February through mid-May

For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

Students will learn about Horseshoe Crabs, the effects of climate change, migration, and human behavior as they impact the Delaware Bay area. Students will study the life cycle of the Horseshoe Crab and its role in the Delaware Bay area, the interrelationship between an ecosystem and a living organism. As they analyze maps and aerial photos of the Delaware Bay areas they will develop hypothesis, search for patterns, and draw conclusions relating to the impact of humans, the role of migration birds, horseshoe crabs and their spawning areas. Fieldwork will include study trips to the bay and interviews with local experts and scientists. This expedition will provide students with the opportunity to educate the public on a pressing state and national issue and address the health of an important aspect of Delaware's culture (the Bay area). Students will become advocates for responsible choices and stewardship of the bay area as they voice their thoughts and opinions, based on quality research regarding the issues surrounding the Delaware Bay area.

Expedition Two Enduring Understandings:

Organisms define the natural world and life processes which conform to principles regarding conservation and transformation of matter and energy.
Knowledge about life processes can be applied to improving human health and well-being.
The structural and functional characteristics of an organism determine their continued survival over time under changing environmental conditions.
Earth's components form systems.
Systems continually interact at different rates of time affecting the Earth regionally and globally.
Organisms are linked ot one another in an ecosystem by the flow of energy and the cycling of materials.
Humans are an integral part of the natural system and human activities can alter the stability of ecosystems.

The Essential Questions that propel Expedition Two consist of the following:

How are organisms of the same kind different from each other?
What structural and functional characteristics of an organism help them to survive over time?
What are the Earth's systems?
How do changes in one part of an Earth ecosystem system affect change other parts of the ecosystem system?

Literacy Tools Used During Expedition Two

Best Practices in Writing Instruction will be based on the principles and tenets of:

A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

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Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Portfolios
Learning Logs
Reflection Journals

Integrated Language Arts Projects

2A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills	**2A) Enduring Understandings**	**2A) Formative Assessments:**
Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student. Students will explore the reading tools they will need	Language captures and records human aspirations and imagination, evoking both emotion and reason. Literature conveys the depth of human experience, reflecting diverse cultures and common heritage. *Reading is a way to explore personal interests, answer important questions, satisfy one's need for information, entertain and be entertained, and build understanding of the many dimensions of human experience.* *Questioning is at the heart of all learning.* *Language arts skills enhance the ability to think critically.*	*Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing

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as readers, including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions. Mini-lessons will focus on skills and practices that will build reading and research independence such as; text features (table of contents, diagrams, graphic organizers, photos, and captions), looking for structure within a text by "chunking" a text and saying back important information as a summary, finding the main idea of a paragraph and figuring out the overarching idea of a multi-paragraph text. As students work with their reading partners they will point out details in pictures or diagrams to highlight their talk, link previous learning to new information, using gestures and voice to emphasize what is important, and act out what they learned with their partners. Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing. Word study/Word solving mini-lessons might include topics and strategies such as using syllables, compound words, plurals, verb endings, endings for adjectives, adverbs, suffixes, contractions, possessives, prefixes, and abbreviations. Vocabulary development will focus on content specific words, technical vocabulary, and how to use text features to make sense of unfamiliar vocabulary. This will require each student to: • CC5RL1 • CC5RL2	*Interpretations of text involve linking information across parts of a text and determining importance of the information presented.* **2A) Essential Questions** How can the study of themes and values in texts prepare one for responsible participation in society? How does reading enjoyment contribute to lifelong learning? How does the knowledge of word parts increase vocabulary and deepen comprehension of text? What impact does context have on word meaning? **2A) Learning Targets** *I can…* • Demonstrate ability to use automatically and flexibly ways to solve words (dividing words into syllables, using phonograms within multi syllable words, using word parts, using prefixes and affixes, and connecting words to known words). • Use word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words. • Understand multiple meanings of words. • Understand words that represent abstract concepts. • Begin to use word roots and origins to understand the meaning of words. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process long sentences (twenty or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Process texts with a variety of complex layouts and	Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2A) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures

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• CC5RL3 • CC5RL4 • CC5RL5 • CC5RL6 • CC5RL7 • CC5RL9 • CC5RI1 • CC5RI2 • CC5RI3 • CC5RI4 • CC5RI5 • CC5RI6 • CC5RI7 • CC5RI8 • CC5RI9 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4b • CC5RF4c • CC5W1 • CC5W2 • CC5W3 • CC5W4 • CC5W8 • CC5W9 • CC5W9a • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3	with some pages of dense print and some printed in columns. • Gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue, with no illustrations. • Notice details in illustrations that provide important information in comprehending a text. • Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts). • Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them is summary form in order to remember and use them as background knowledge. • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. • Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose). • Read dialogue with phrasing and expression that reflects thinking and understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Change style and pace of reading to reflect purpose. • Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts. • Support predictions with evidence from the text or from knowledge of genre. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters across texts by	Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5SL4 • CC5SL6 • CC5L1 • CC5L1a • CC5L1b • CC5L1c • CC5L1d • CC5L1e • CC5L2 • CC5L2a • CC5L2b • CC5L2c • CC5L2d • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	circumstances, traits, or actions. • Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing. • Mentally form categories of related information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels. • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • Find evidence to support an argument. • In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them. • Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography. • Identify significant events and how they are related to the problem of the story or the solution. • Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of fantasy. • Specify the nature of connections (topic, content, type of story, writer). • Infer causes of problems or of outcomes in fiction and nonfiction texts. • Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today. • Infer the meaning of symbols (objects, motifs, events,	

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	characters) that the writer uses to convey and enhance meaning. • Infer characters' traits and feelings, and plot from illustrations in graphic texts. • Notice and understand the meaning of symbolism when used by a writer to create texts. • Identify similarities across texts. • Identify main ideas and supporting details. • Locate textually explicit information such as settings, plot, resolution, character development, and conflict. • Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction). • Understand when a writer has combined underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). • Notice and interpret figurative or descriptive language and discuss how it adds to the meaning or enjoyment of a text. • Represent the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers. • Notice how an author uses words in a connotative way (to imply something beyond the literal meaning). • Understand the role of the setting in realistic fiction and fantasy. • Find the topic sentence or main idea of a paragraph. • Critique a text as an example of a genre. • Evaluate author's use of characterization and/or plot (e.g., believability or depth). • Evaluate aspects of a text that add to enjoyment or interest. • Use other sources of information to check the authenticity of a text when questions arise. • Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources.	

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	• Assess whether a text is authentic and consistent with life experience or prior knowledge. • Discuss whether social issues and different cultural groups are accurately represented in fiction or nonfiction text. • Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). • Become critical of the subjects of biography (decisions, motivations, accomplishments). • Notice and use frequently appearing long vowel patterns that appear in multisyllabic words. • Notice and use other vowel patterns that appear in multi-syllable words. • Understand that some words have double consonants in the pattern. • Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*. • Recognize and use abbreviations. • Read and write the 500 words that occur with highest frequency in English rapidly, accurately, and with automaticity. • Recognize and use words as metaphors and similes to make comparisons. • Recognize and use endings for adjectives that add meaning or change the adjective to an adverb. • Recognize and use endings for adjectives that add meaning or change the adjective to a noun and some exceptions. • Recognize and use adverbs that end in *e* and that end in *–ic*. • Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs. • Recognize and use a variety of complex compound words and hyphenated compound words. • Recognize and use syllables.	

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	• Understand the concept of plurals and plural forms.	
2B) Research Students will research various aspects of the Delaware Bay area. In addition to this overarching research, students will investigate the Horseshoe Crab, including its life cycle, habitat, and diet in order to better understand the key role that this small animal plays in the larger system. Research mini lessons will work to develop skills and strategies such as: Previewing a topic, the ability to pick the key words to search, picking one source of information to trust over multiple others, making up your mind about aspects of a topic once you have read enough about the topic, to speak as experts and teach their fellow researchers what they are learning, to compare information and ideas with others, and to consider the implications of what they read. Emphasis will be placed on "Writing to Think" strategies such as rewriting something fascinating in their own words, using thought prompts such as "In other words, Stated differently, This matters because, This makes me realize, This makes sense because, or This reminds me of…" Through prompting, modeling, and guided practice students will learn to read across texts as they cumulate information and add to their understanding of their topic. This could include making charts and diagrams as they gather evidence, highlighting information, catching conflicting information, and the difference between primary and secondary sources of information. This project will require each student to: • CC5RI1 • CC5RI2 • CC5RI3 • CC5RI4 • CC5RI5 • CC5RI6	**2B) Enduring Understandings:** *Comprehension of informational text is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.* *Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.* *Reading is a process that includes: applying a variety to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.* *References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.* *Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.* *Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc).* **2B) Essential questions:** What strategies are necessary for acquiring academic knowledge? What strategies are necessary for learning independently? How does comprehension of informational text contribute to lifelong learning? How does writing develop reflective abilities and metacognition? How does writing make thinking visible and clarify understanding? **2B) Learning Targets:** *I can…* • Summarize orally or in writing, including relevant information. • Self-monitor understanding and ask questions when	**2B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses

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• CC5RI7 • CC5RI8 • CC5RI9 • CC5RI10 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c • CC5W1 • CC5W2 • CC5W3 • CC5W4 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL6 • CC5L1 • CC5L1a • CC5L1b • CC5L1c • CC5L1d • CC5L1e • CC5L2 • CC5L2a • CC5L2b • CC5L2c • CC5L2d	meaning is lost. • Notice and remember significant information from illustrations or graphics. • Notice new information and ideas and revise ideas in response to it. • Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text. • Form implicit questions and search for answers in the text while reading, discussing, and listening. • Derive and interpret the author's underlying messages. • Evaluate the quality or authenticity of the text, including the author's qualifications. • Make note of interesting new words and intentionally remember them to use in oral discussion or writing. • Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts. • Notice how the writer has organized informational texts (categories, subcategories, sequence). • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. • Think critically about informational texts in terms of quality of writing accuracy, and the logic of conclusions. • Identify evidence that supports argument. • Recognize multiple points of view. • Open approved websites and search for information within nonlinear presentations (topics and categories). • Download selected information. • Locate and validate information on the Internet (from approved sites only). • Use technology tools for research and problem solving across curriculum areas. • Understand the important of multiple sites and sources for research.	Flip Check Cards Vocabulary Pantomime and Charades **2B) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	• Recognize that information is framed by the source's point of view and use this information to detect bias on websites. • Use digital photos or illustrations from the Internet when publishing. • Rapidly and efficiently use keyboarding while working with word-processing programs. • Use a variety of technology tools to maximize the accuracy of technology-produced products. • Cite and credit material downloaded from interactive media. • Create presentation slides to accompany a report. • Understand the concept of plagiarism. • Create categories of information as research is conducted. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered.	
2C) Debate: Conservation of the Delaware Bay area Students will compose persuasive speeches in order to participate in a class-wide debate regarding the conservation of the Delaware Bay area and the effect humans and predatory animals have had on the indigenous animals and insects living in the Delaware Bay area. As they prepare for the debate, scientists,	**2C) Enduring Understandings:** *Oral discourse helps to shape our lives and build connections to others.* *Mastery of oral discourse can open up opportunities to individuals.* *Discussion creates a greater understanding of a variety of topics.* *Writing can be used to make meaning of one's own experience, as well as of other information and ideas.*	**2C) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with

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legislators, and conservationists will be invited to speak with the students regarding the importance of human efforts and the role legislation plays on the welfare of an ecosystem. Writing mini-lessons could focus on how to "author" notes on what they are reading as tools for future thinking, comparing and contrasting notes and different perspectives on a topic to come to a better understanding of various possible stances or arguments associated with a topic and how to draft a thesis statement drafting evidence to support their claim and various strategies to shoot down a counterclaim. Prompts to help students develop their claims could include: Although some people believe _____ it may actually be argued that ____; Some people feel that _____ in reality however _____; Despite _____ I want to argue that _____; While it may be true that _____ the real point to consider is that _____; and Even though most people do not see _____ I want to suggest ____. As students collect their information they will learn note-taking strategies such as boxes and bullets, timelines, sketch-notes, graphic organizers, T-charts, and ranked lists. Students will learn to look beyond what the texts state explicitly to uncover what the texts imply, that authors can have different positions while writing on one topic, and that it is necessary to be aware of how they feel when they are reading a text. As they progress through the writing process students will develop strong personal and persuasive essays to present in a debate format to the school community. In addition, student writing will be published on a site-approved blog in such a manner that peers will be able to respond to each other's essays online. This project will require each student to: • CC5RI1 • CC5RI2 • CC5RI3 • CC5RI4 • CC5RI5	*Different types of structures are appropriate for different purposes, audiences, and different forms of writing.* *Standard grammar and usage are important in making meaning clear to the reader.* *Writers need to use correct spelling, punctuation, and capitalization.* *There are many reasons to write, including writing-to-learn, writing-to demonstrate learning, writing-to-persuade, and writing for authentic purposes and audiences.* **2C) Essential questions:** Why share written ideas orally? How can I communicate so others will listen? How do effective speakers hook and hold their audience? How does writing make thinking visible and clarify understanding? How does the writing process refine skills, increase confidence, and shape insight? How do writers communicate purposefully and clearly with various audiences, from different perspectives, and for unique reasons? How is writing strengthen through revising? **2C) Learning Targets:** *I can…* • Form questions to explore and locate sources for information about a topic. • Determine when enough research information has been obtained to adequately cover the topic and question. • Use notes to record and organize information. • Select and include only the information that is appropriate to the topic and to the category. • Identify and select important information from the total available. • Search for appropriate information from multiple sources (books and other print materials, websites,	adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2C) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing

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• CC5RI6 • CC5RI7 • CC5RI8 • CC5RI9 • CC5RI10 • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4c • CC5W1 • CC5W1a • CC5W1b • CC5W1c • CC5W1d • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5 • CC5SL6 • CC5L1 • CC5L1a • CC5L1b • CC5L1c	interviews). • Record sources of information for citation. • Take notes from interviews or observations. • Choose helpful tools (e.g., webs, T-charts, sketches, charts, diagrams, lists, outlines, flow charts) to organize information as it is gathered. • State what is important about the topic. • Select details that will support the topic. • Stay focused on a topic. • Generate and expand ideas through talk with peers and teacher. • Explain relevant questions in talking about a topic. • Write with a specific reader or audience in mind. • Plan and organize information for the intended • Use new vocabulary in appropriate ways when speaking and writing. • Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan. • Look for ideas and topics in personal experiences, shared through talk. • Gather a variety of entries (character map, timeline, sketches, observations, free writes, drafts, lists) in a writer's notebook. • Reread a writer's notebook to select topics. • Note observations about craft from mentor texts. • Make a plan for an essay that makes a claim and contains supporting evidence. • Select small moments, full of emotion that can be expanded. • Observe carefully events, people, settings, and other aspects of the world to gather information on a topic. • Develop a clear main idea around which a piece of writing will be planned. • Use the organizing features of electronic text (bulletin	strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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• CC5L1d • CC5L1e • CC5L2 • CC5L2a • CC5L2b • CC5L2c • CC5L2d • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	boards, databases, keyword searches, email addresses) to locate information. • Select details that will support the topic. • Change writing in response to peer or teacher feedback. • Use mentor texts in making revisions and publishing. • Name, understand the purpose of, try out, and internalize crafting techniques. • Understand that a writer rereads and revises while drafting (recursive process). • Bring the piece to closure with an ending or final statement. • Arouse reader interest with a strong lead. • Write a discovery draft (write fast and as much as possible on a topic). • Produce multiple-paragraph pieces. • Provide insight as to why an incident or event is memorable. • Mark the most important part of a piece of writing to clarify what is important for the reader to understand. • Add information to the middle to clarify meaning for readers. • Add transitional words and phrases to clarify meaning and make the writing smoother. • Add descriptive words and details to writing or drawings to enhance meaning, not simply to add information. • Delete redundant or unnecessary information to make a piece clearer or more interesting. • Reorganize paragraphs for better sequence or logical progression of ideas. • Use a number of revision tools and techniques (e.g., carets, sticky notes, spider legs, word-processing, cutting apart and reordering). • Edit for spelling, capitalization, punctuation, and grammar.	

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2D) Publication of a Delaware Bay Field Guide

Students will use exemplar models and several rounds of "noticing and wondering" as they explore the genre of field guides. They will analyze the purpose and audience for field guides as well as the organizational structures used in the models. Students will create informational field guides to the Delaware Bay ecosystem. This field guide will include expository writing pieces, photographs, and scientific drawings. Writing mini-lessons could include narrowing a topic to the most interesting aspects, "trying on ideas" by writing potential back-of-the-book blurbs to help imagine how a book or chapter might go, choosing a focus or perspective for their audience, different ways to collect information (bullet points of facts, writing long, growing ideas about the facts they are collecting, and keeping a list of vocabulary words for a glossary). Students will work on drafting their section of the field guide through rehearsal strategies. These might include teaching all they know about a topic to a partner, sketching, and finding areas where their information is weak and continuing to research. Emphasis will be placed on the fact that writers revise during all stages of the writing process. This project will require each student to:

- CC5RI1
- CC5RI2
- CC5RI3
- CC5RI4
- CC5RI5
- CC5RI6
- CC5RI7
- CC5RI8
- CC5RI9
- CC5RI10
- CC5RF3
- CC5RF3a

2D) Enduring Understandings

Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.
Writing is a process that uses skills, strategies, and practices for creating a variety of texts.
Writing is a process that uses skills, strategies, and practices for revising, and editing a variety of texts.
Writing is strengthened through revision.

2D) Essential Questions

How does writing develop reflective abilities and metacognition?
How does writing make thinking visible and clarify understanding?
How does the writing process refine skills, increase confidence, and shape insight?
How do writers communicate purposefully and clearly with various audiences?
How do effective writers hook and hold readers and make writing easy to follow?
What collaborative writing skills are necessary?
How does revising and editing strengthen ideas, organization, voice, word choice, sentence fluency, and conventions?

2D) Learning Targets

I can…

- Begin with a purposeful and engaging lead.
- Bring a piece to closure with a concluding statement.
- Present ideas clearly and in logical sequence or categories.
- Support ideas with facts, details, examples, and explanations from multiple authorities.
- Use paragraphs to organize ideas.

2D) Formative Assessments:

Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards

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• CC5RF4 • CC5RF4a • CC5RF4c • CC5W1 • CC5W1a • CC5W1b • CC5W1c • CC5W1d • CC5W2 • CC5W2a • CC5W2b • CC5W2c • CC5W2d • CC5W2e • CC5W3 • CC5W3a • CC5W3b • CC5W3c • CC5W3d • CC5W3e • CC5W4 • CC5W5 • CC5W6 • CC5W7 • CC5W8 • CC5W9 • CC5W9b • CC5W10 • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5	• Use a variety of underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem and solution, cause and effect). • Provide details that are accurate, relevant, interesting, and vivid. • Hold the reader's attention with clear, focused content. • Vary sentence length to create feeling or mood. • Use concrete sensory details and descriptive language. • Use examples to make meaning clear. • Use language to establish a point of view. • Understand the differences between first and third person. • Select precise words to reflect the intended message or meaning. • Use strong verbs. • Use transitional words for time flow (finally, after some time). • Use vocabulary appropriate for the topic. • Write with a unique perspective. • Write in a way that shows care and commitment to the topic. • Use punctuation to support voice or tell the reader how to read the text (commas, ellipses, dashes, colons). • Use layout, spacing, and size of print to create titles, headings, and subheadings. • Write complete sentences with a noun and verb. • Use conventional sentence structure for complex sentences with embedded clauses. • Write sentences in past, present, future, present perfect, and past perfect tenses. • Use prepositions and prepositional phrases correctly. • Use verb and objects that are often misused correctly. • Use adjectives and adverbs correctly. • Understand and use paragraph structure to organize sentences that focus on one idea.	Vocabulary Pantomime and Charades **2D) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors) Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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2E) Celebration of Learning Event Each student will participate in a Celebration of Learning event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but also the drafts and process of learning experienced. This	**2E) Enduring Understandings** *Oral language is a tool for communicating, thinking, and learning.* *A speaker's choice of words and style set a tone and define the message.* *Audience and purpose (e.g., inform, persuade, entertain) influence communication.* *Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.*	**2E) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults)

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will require each student to: • CC5RF3 • CC5RF3a • CC5RF4 • CC5RF4a • CC5RF4b • CC5RF4c • CC5SL1 • CC5SL1a • CC5SL1b • CC5SL1c • CC5SL1d • CC5SL2 • CC5SL3 • CC5SL4 • CC5SL5 • CC5SL6 • CC5L1 • CC5L3 • CC5L3a • CC5L6	*The use of the voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message.* *Discussion creates a greater understanding of a variety of topics.* *Listening is an active process to gain understanding.* **2E) Essential Questions** How can discussion increase our knowledge and understanding of an idea(s)? How does the choice of words affect the message? Why share ideas orally? How can I communicate so others will listen? How do speakers express their thoughts and feelings? How do effective speakers hook and hold their audience? What is the message? **2E) Learning Targets** *I can…..* • Use conventions of respectful speaking. • Take responsibility for assuring that others have a chance to talk and use conversational techniques that encourage others to talk. • Understand and use language for the purpose of humor. • Understand the role of nonverbal language. • Build on the talk of others, making statements related to the topic, and responding to cues. • Use turn-taking conventions skillfully in small and large groups. • Ask clear questions and follow-up questions. • Restate points that have been made and extend or elaborate them. • Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher. • Express opinions and support with evidence. • Report interesting information from background	Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities Quick Checks (e.g., *entrance and exit cards*) Summarizing Reflection Questions Rubrics Surveys Visual Representation of work Learning Logs Running Records Miscue Analysis Graphic Organizers Response Cards Interactive Word Walls Personal White Board responses Flip Check Cards Vocabulary Pantomime and Charades **2E) Summative Assessments:** *Student progress will be measured by:* Participation in and completion of literacy activities Running Records Miscue Analysis Reading Profile (e.g., use of cueing strategies and reading behaviors)

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	experiences orally and in writing. • Speak with confidence. • Speak with appropriate volume for the size of audience and place of discussion. • Speak at an appropriate rate to be understood by the audience. • Speak directly to the audience, making eye contact with individuals, *if appropriate*. • Enunciate words clearly. • Have an audience in mind before starting to speak. • Sequence ideas, examples, and evidence in a way that shows their relationship. • Actively participate in conversation, listening and looking at the person who is speaking. • Work to use tone and gesture in a collaborative and meaningful way. • Communicate interest in and enthusiasm about a topic. • Speak with confidence when presenting. • Pause effectively to enhance interest and emphasize points. • Present information in ways that engage the listeners' attention. • Make presentations that are well organized (clear introduction, body, and conclusion). • Use technology (Power Point, video, etc.) as an integral part of presentations. • Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • Identify and acknowledge sources of the information included in oral presentations. • Read aloud and discuss own writing with others. • Demonstrate understanding of an informational topic through formal presentation. • Add evaluative comments, making clear that opinion is being stated *(I think…).* • Make persuasive presentations that establish a clear	Curriculum Based Assessment Measures Response To Intervention Measures Instructional Support and Collaborative Team Measures DIBELS Star Reading Words Their Way Spelling Inventories Portfolios Rubrics AIMSWEB

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	argument and support it with documented evidence. • Recite information with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits.	

Fifth Grade End-Of-The-Year: Is Superman Really All That Super?

Timeline: For two-weeks beginning approximately in mid-May to the end of the school year.
For additional detail about the integration between ELA, Social Studies, Science, Mathematics, and the Visual Arts, see the Master Curriculum Matrix.

In this exploration, students generate a list of superheroes from popular culture and determine where the superhero "lives" (e.g., video, cartoon, graphic novel, game, movie, comic books), including the character traits associated with the different superheroes. Students will work in partnerships and small groups to read selected books, comics, graphic novels, and cartoons in order to develop a list of superhero traits from these texts. Students will then compare superheroes using the Interactive Venn Diagram tool found at www.readwritethink.org. Finally, students explore individual superheroes from multiple perspectives, using a list of guiding questions that encourages them to consider how superheroes might differ depending on audience, gender, or setting. Each guiding question is intended to guide students to look at the character traits of superheroes in a more critical way. For example, a question such as, "Who do you think would like this superhero?" helps examine the superhero from the perspective of the audience (e.g., people who are interested in strength, action, and saving the world will like Superman) and a question like "Who would not like this superhero?" helps us see that some groups bring a different perspective (e.g., Superman is less likely to appeal to those who do not like violence or to girls who don't identify with this male character). Students will work in groups to create a chart comparing superheroes from a variety of perspectives. For example, students would be presented with a scenario such as: *Superhero X is a tall man with blond hair and blue eyes. He is very strong and very fast and uses his strength and speed to save the day. Now let's say this story was set in Japan and was created by a Japanese writer with a Japanese perspective. Would X still be a superhero? Would he look the same? Talk the same? Act the same? What if Superhero X was a girl with glasses and red hair?* Students will then create a comic or graphic novel about one of the superheroes, taking into consideration multiple perspectives. After selecting a character and considering the different perspectives, each student will choose one perspective from which to write the comic and/or graphic novel. For example, if a student's superhero was male, he or she may consider writing the character as female; or if the hero was from the present, he or she may consider setting the story a hundred years ago. Student comics and/or graphic novels will be published on the school website and/or in print. Students will use the comic creator at www.readwritethink.org to develop their comics for publication.

End-of-the-year Enduring Understandings:
Language and culture are mutually dependent.
Language reflects and is influenced by the culture in which it is found.
Cultural perspectives are gained by using the language and through experience with its literature.
Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.
A media literate person can evaluate how words, images, and sounds influence a message.

The Essential Questions that propel this end-of-the-year expedition consist of the following:
What values, lifestyles, and points of view are represented in, or omitted from, media messages?
What affects media choice?
How is language a product of culture?
How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?

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What role does stereotyping play in forming and sustaining prejudices about other cultures?

Literacy Tools Used During End-of-the-Year Off-Expedition

Best Practices in Writing Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
Strategy Instruction by Graham and Harris
Ralph Fletcher (Craft Lessons)
6 +1 Traits of Writing
Creating Writers Through 6-Trait Writing Assessment and Instruction: Third Edition by Vicki Spandel
Study Driven: A Framework For Planning Units of Study in The Writing Workshop by Katie Wood Ray
Writing Essentials: Raising Expectations and Results While Simply Teaching by Regie Routman

Vocabulary and Word Study instruction will be based on the principles and tenets of:
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston
Bring Words To Life and Creating Robust Vocabulary by Beck, McKeown, and Kucan

Best Practices in Literacy Instruction will be based on the principles and tenets of:
A Curricular Plan for the Reading and Writing Workshop: Common Core Reading and Writing Workshop: Fifth Grade by Lucy Calkins and colleagues at the Reading/Writing Workshop (published by Heinemann)
The Continuum of Literacy Learning: Grades Prek – 8: A Guide To Teaching by Gay Su Pinnell and Irene C. Fountas (published by Heinemann)
Making the Most of Small Groups and Practice with Purpose by Debbie Diller
Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller
The Daily 5: Fostering Literacy independence in the Elementary Grades and The Café Book by Gail Boushey and Joan Moser
Strategies That Work: Teaching Comprehension for Understanding and Engagement: Second Edition by Stephanie Harvey and Anne Goudvis
To Understand: New Horizons in Reading Comprehension by Ellin Oliver Keene
Classroom Instruction That Works and A Handbook for Classroom Instruction That Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Additional best practices embedded within the integrated language arts projects include:
Pocket Chart Activities
Think-Aloud
Literacy Centers
Differentiated Instruction
Portfolios
Learning Logs
Reflection Journals

Integrated Language Arts Projects: End-of-the-Year Off-Expedition

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Ending A) Whole class interactive, read-aloud discussions, personal reading/listening, guided reading lessons, vocabulary development, and word study/word solving skills

Each student will participate in developmentally appropriate whole class interactive, read-aloud discussions, personal reading/listening, and guided reading lessons using fictional and non-fiction leveled texts matched to the needs of the student.
Students will explore the reading tools they will need as readers including how to create and maintain a reading portfolio. This portfolio is where they will keep their reading logs of titles read, level of book, pages, and minutes; their stop-and-jot notes; and their reading work they complete during the day. Students will keep a reading journal to record their new knowledge, understandings, thoughts and ideas to share with their partner, peers, and/or teacher, strategy tips, and questions.
Mini-lessons will focus on skills and practices that will build reading independence such as; the importance of setting in comics, using onomatopoeia words in comics, the role of the hero and a quest to achieve something, save someone, or journey somewhere to rescue a captive or object, destroy a villain or object, characters play expected roles (archetypes), and the theme (typically good vs. evil).
Students will continue their work with reading partners and participate in partner conversations as they explore the concept of heroes and villains.
Word study and word solving strategies/skills will focus on direct, explicit instruction that is targeted to the needs of the student to build each students' knowledge of high-frequency words and word features in order to become efficient problem solvers of words in reading and writing.
Vocabulary development will focus on using and understanding precise and specific words. This will require each student to:

- CC5RL1
- CC5RL2

Ending A) Enduring Understandings:
Questioning is at the heart of all learning.
Language arts skills enhance the ability to think critically.
Effective communication skills are necessary to convey meaning and understanding to others.
The process of inquiry involves asking questions, collecting evidence, forming explanations, connecting information to knowledge and communicating results.
Learning about different cultures leads to greater understanding of one's own and other cultures and why people think and act in different ways.
Language and culture are mutually dependent.
Fiction can entertain while revealing truths.
Pictures, graphics, illustrations can enhance text.

Ending A) Essential questions:
How do I decide or make choices?
How do I best communicate?
Why do people from different cultures sometimes say, write, and do things differently from the way I do them?
What can we learn from fiction?
Must a story have a moral? A hero? A villain?
How do you "read" a picture?

Ending A) Formative Assessments:
Student progress will be measured by:

Observation
Questioning (adult and student initiated)
Questioning (creating questions to ask peers and answering questions fielded from peers and adults)
Discussion (between peers and with adults)
Interviewing
Brainstorming/Concept Mapping
Talking Point Checklists
Bumper Sticker Summaries
GIST Statements
Anchor Charts
Word Maps
Ticket To Leave
Ticket To Enter
Anecdotal Records
Goal Setting
Self Assessments
Rapid-fire brainstorms
Collaborative Activities
Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Ending A) Summative Assessments:

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- CC5RL3
- CC5RL4
- CC5RL5
- CC5RL6
- CC5RL7
- CC5RL9
- CC5RL10
- CC5RF3
- CC5RF3a
- CC5RF4
- CC5RF4a
- CC5RF4b
- CC5RF4c
- CC5W1
- CC5W3
- CC5W4
- CC5W8
- CC5W9
- CC5W9a
- CC5W10
- CC5SL1
- CC5SL1a
- CC5SL1b
- CC5SL1c
- CC5SL1d
- CC5SL2
- CC5SL3
- CC5SL4
- CC5SL6
- CC5L1
- CC5L1a
- CC5L1b
- CC5L1c
- CC5L1d
- CC5L1e
- CC5L2
- CC5L2a

Ending A) Learning Targets:
I can…

- Demonstrate ability to use

Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC5L2b • CC5L2c • CC5L2d • CC5L2e • CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	automatically and flexibly ways to solve words (dividing words into syllables, using phonograms within multi syllable words, using word parts, using prefixes and affixes, and connecting words to known words). • Use word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words. • Understand a variety of words that represent big ideas and abstract concepts. • Use word roots and origins to understand the meaning of words. • Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning. • Use full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • Process long sentences (twenty or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs). • Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns. • Gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue, with no illustrations.	

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	• Notice details in illustrations that provide important information in comprehending a text. • Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts). • Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them is summary form in order to remember and use them as background knowledge. • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. • Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose). • Read dialogue with phrasing and expression that reflects thinking and understanding of characters and events. • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • Change style and pace of reading to reflect purpose. • Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and	

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	knowledge of similar texts. • Support predictions with evidence from the text or from knowledge of genre. • Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts. • Make connections between characters across texts by circumstances, traits, or actions. • Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing. • Make connections between satirical literature and the social issues they represent. • Mentally form categories of related information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels. • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. • Draw conclusions from information. • Find evidence to support an argument. • In texts with multiple complex characters, infer traits, motivations,	

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and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them.

- Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography.
- Identify significant events and how they are related to the problem of the story or the solution.
- Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of fantasy.
- Specify the nature of connections (topic, content, type of story, writer).
- Infer causes of problems or of outcomes in fiction and nonfiction texts.
- Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today.
- Infer the meaning of symbols (objects, motifs, events, characters) that the writer uses to convey and enhance meaning.
- Infer characters' traits and feelings, and plot from illustrations in graphic texts.
- Notice and understand the meaning of symbolism when used by a writer to create texts.
- Identify similarities across texts.
- Identify main ideas and supporting details.
- Locate textually explicit information such as settings, plot, resolution,

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character development, and conflict.

- Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction).
- Understand when a writer has combined underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect).
- Notice and interpret figurative or descriptive language and discuss how it adds to the meaning or enjoyment of a text.
- Represent the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers.
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning).
- Understand the role of the setting in realistic fiction and fantasy.
- Find the topic sentence or main idea of a paragraph.
- Critique a text as an example of a genre.
- Evaluate author's use of characterization and/or plot (e.g., believability or depth).
- Evaluate aspects of a text that add to enjoyment or interest.
- Use other sources of information to check the authenticity of a text when questions arise.
- Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources.

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	• Assess whether a text is authentic and consistent with life experience or prior knowledge. • Discuss whether social issues and different cultural groups are accurately represented in fiction or nonfiction text. • Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). • Become critical of the subjects of biography (decisions, motivations, accomplishments). • Notice and use frequently appearing long vowel patterns that appear in multisyllabic words. • Notice and use other vowel patterns that appear in multi-syllable words. • Understand that some words have double consonants in the pattern. • Recognize and use possessives that add an apostrophe and an *s* to a singular noun, that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s*. • Recognize and use abbreviations. • Read and write the 500 words that occur with highest frequency in English rapidly, accurately, and with automaticity. • Recognize and use words as metaphors and similes to make comparisons. • Recognize and use endings for adjectives that add meaning or change the adjective to an adverb.	

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	• Recognize and use endings for adjectives that add meaning or change the adjective to a noun and some exceptions. • Recognize and use adverbs that end in *e* and that end in *–ic*. • Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs. • Recognize and use a variety of complex compound words and hyphenated compound words. • Recognize and use syllables. • Understand the concept of plurals and plural forms.	
Ending B) Creating A New, Improved Superhero Comic or Graphic Novel Students will create a comic or graphic novel about one of the superheroes they have studied, taking into consideration and writing from a unique perspective. After selecting a character and considering the different perspectives, each student will choose one perspective from which to write the comic and/or graphic novel. For example, if a student's superhero was male, he or she may consider writing the character as female; or if the hero was from the present, he or she may consider setting the story a hundred years ago. Student comics and/or graphic novels will be published on the school website and/or in print. Students will use the comic creator at www.readwritethink.org to develop their comics for publication. This project will require each student to: • CC5RF3 • CC5RF3a • CC5RF4	**Ending B) Enduring Understandings:** *Writers sometimes convey ideas indirectly (e.g., satire, irony).* *Genre influences organization, technique, and style of writing.* *A writer's point of view is influenced by their experiences.* *Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.* *Writers write every day, in many different ways.* *Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.* *Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.* *A writer selects a form based on audience and purpose.*	**Ending B) Formative Assessments:** *Student progress will be measured by:* Observation Questioning (adult and student initiated) Questioning (creating questions to ask peers and answering questions fielded from peers and adults) Discussion (between peers and with adults) Interviewing Brainstorming/Concept Mapping Talking Point Checklists Bumper Sticker Summaries GIST Statements Anchor Charts Word Maps Ticket To Leave Ticket To Enter Anecdotal Records Goal Setting Self Assessments Rapid-fire brainstorms Collaborative Activities

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- CC5RF4a
- CC5RF4c
- CC5W3
- CC5W3a
- CC5W3b
- CC5W3c
- CC5W3d
- CC5W3e
- CC5W4
- CC5W5
- CC5W6
- CC5W8
- CC5W9
- CC5W9a
- CC5W10
- CC5SL1
- CC5SL1a
- CC5SL1b
- CC5SL1c
- CC5SL1d
- CC5SL2
- CC5SL3
- CC5SL4
- CC5SL5
- CC5SL6
- CC5L1
- CC5L1a
- CC5L1b
- CC5L1c
- CC5L1d
- CC5L1e
- CC5L2
- CC5L2a
- CC5L2b
- CC5L2c
- CC5L2d
- CC5L2e

Ending B) Essential questions:
How can you read between the lines?
How are comics organized?
How are graphic novels organized?
What techniques are unique to writing a comic?
What techniques are unique to writing a graphic novel?
What am I trying to achieve through my writing?
How does writing develop reflective abilities and metacognition?
How do good writers express themselves?
How does the writing process shape the product?
How does revising and editing strengthen ideas, organization, voice, word choice, sentence fluency, and conventions?

Ending B) Learning Targets:
I can…

- Begin with a purposeful and engaging lead.
- Bring a piece to closure with a concluding statement.
- Present ideas clearly and in logical sequence or categories.
- Support ideas with facts, details, examples, and explanations from multiple authorities.
- Use paragraphs to organize ideas.

- Use a variety of underlying structures to present different kinds of information (established sequence,

Quick Checks (e.g., *entrance and exit cards*)
Summarizing
Reflection Questions
Rubrics
Surveys
Visual Representation of work
Learning Logs
Running Records
Miscue Analysis
Graphic Organizers
Response Cards
Interactive Word Walls
Personal White Board responses
Flip Check Cards
Vocabulary Pantomime and Charades

Ending B) Summative Assessments:
Student progress will be measured by:

Participation in and completion of literacy activities
Running Records
Miscue Analysis
Reading Profile (e.g., use of cueing strategies and reading behaviors)
Curriculum Based Assessment Measures
Response To Intervention Measures
Instructional Support and Collaborative Team Measures
DIBELS
Star Reading
Words Their Way Spelling Inventories
Portfolios
Rubrics
AIMSWEB

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• CC5L3 • CC5L3a • CC5L3b • CC5L4 • CC5L4a • CC5L4b • CC5L4c • CC5L5 • CC5L5a • CC5L5b • CC5L5c • CC5L6	temporal sequence, compare and contrast, problem and solution, cause and effect). • Provide details that are accurate, relevant, interesting, and vivid. • Hold the reader's attention with clear, focused content. • Vary sentence length to create feeling or mood. • Use concrete sensory details and descriptive language. • Use examples to make meaning clear. • Use language to establish a point of view. • Use a variety of transitions and connections (words, phrases, sentences, and paragraphs). • Use words in figurative ways to make comparisons (simile, metaphor). • Use dialogue and action to draw readers into the story. • Write in both first and third person. • Select precise words to reflect the intended message or meaning. • Use strong verbs. • Use transitional words for time flow (finally, after some time). • Use vocabulary appropriate for the topic. • Use memorable or vivid words. • Write with a unique perspective. • Write in a way that shows care and commitment to the topic. • Use punctuation to support voice or tell the reader how to read the text (commas, ellipses, dashes, colons).	

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	• Produce narratives that are engaging, honest, and reveal the person behind the writing. • Use layout, spacing, and size of print to create titles, headings, and subheadings. • Write complete sentences with a noun and verb. • Use conventional sentence structure for complex sentences with embedded clauses. • Write sentences in past, present, future, present perfect, and past perfect tenses. • Use prepositions and prepositional phrases correctly. • Use verb and objects that are often misused correctly. • Use adjectives and adverbs correctly. • Understand and use paragraph structure to organize sentences that focus on one idea. • Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings. • Spell complex plurals correctly. • Generate and expand ideas through talk with peers and teacher. • Use diagrams or other graphics to support the process and/or add meaning. • Select precise words to reflect what the writer is trying to say. • Use a range of descriptive words that enhance the meaning. • Use strong verbs and nouns.	

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Curriculum Framework for Mathematics

School: Academia Antonia Alonso **Curricular Tool:** Trailblazers **Grade:** K **Teacher:** _____

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit One: Patterns, Connecting Math to the Real World **Timeline : 1 month**			
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **CC.K.G.1** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **CC.K.CC.4a** b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **CC.K.CC.4b** c. Understand that each successive number name refers to a quantity that is one larger. **CC.K.CC.4c** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **CC.K.CC.6** Directly compare two objects with a measurable attribute in common, to see which object has "more	**Key Concepts** • Exploring patterns auditorily, visually, and kinesthetically. • Identifying and describing patterns. • Using numbers to describe sets of objects. • Representing quantities using numbers. • Developing number sense for numbers to 20. • Describing spatial relationships using position (above/below, between/next, to/behind, front/back, on same side/different side, top/bottom, under.) • Connecting spatial relationships to the real world. • Representing patterns using symbols (AB). • Identifying and describing pattern units. • Copying a pattern unit. • Extending patterns. • Sorting and ordering sets. • Developing oral counting skills. • Investigating patterns in a number sequence.	I can use numbers to describe sets of objects. I have a developmentally appropriate strategy for problem solving. I can identify and describe patterns. I can use spatial language to describe relationships. I can copy and extend patterns. I can use numbers to describe sets of objects. I have a developmentally appropriate strategy for problem solving. I can create and compare patterns.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

[1] In the Expeditionary Learning School Model, teachers use Learning Targets that are written as "I can…" statements. This facilitates the students' ability to self-assess their learning.

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. **CC.K.MD.3** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **CC.K.G.1** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **CC.K.OA.3** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **CC.K.G.1**	• Developing number sense for • numbers to 100. • Describing spatial relationships using location and position. • Describing height relationships using comparison language. • Collecting, organizing, graphing, and analyzing data. • Creating, copying, and extending patterns. • Comparing patterns using multiple representations. • Representing patterns in multiple ways. • Developing meaning for addition and subtraction. • Describing pattern arrangements of numbers. • Translating between dot patterns, ten frames, and numbers. • Exploring part-part-whole relationships of the number 5. • Using patterns in data to investigate number relationships. • Connecting mathematics to real-world situations: using children's literature. • Developing meaning for addition and subtraction. • Translating between dot patterns, pictures, and numbers • Exploring the probability of an event based on collected data. • Using spatial terms to describe movement from one place to another (back and forth, from here to there, the shortest way/longest way, sideways, straight path/curved path,	I can use comparison language in the context of height (length).	

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
	turn around).		
Unit Two: Sorting and Ordering Sets/Developing Oral Counting **Timeline: 1 month**			
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **CC.K.OA.3** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **CC.K.MD.1** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **CC.K.G.1**	**Key Concepts** • Describing number relationships using comparison language: more than, less than, close to, same as. • Exploring part-part-whole relationships of the number five. • Connecting the part-part-whole relationships of the number five verbally and pictorially. • Developing meaning for addition and subtraction. • Using patterns in data to investigate number relationships. • Connecting mathematics to real-world situations: using children's literature. • Counting backward from the number 5. • Using spatial terms to create a map (map, path). • Translating between locations in the real world and on a map.	I can use ordinal numbers in classroom situations. I have a developmentally appropriate strategy for problem solving. I can identify and extend numeric and symbolic patterns on the classroom calendar. I can use spatial sense to create a map. I can measure length using nonstandard units. I can develop meaning for the part-part-whole relationships of the benchmark number 5. I can count backward from the number 5.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Three: Develop Meaning for More and Less **Timeline: 1 month**			
Count to 100 by ones and by tens. **CC.K.CC.1** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **CC.K.CC.2** Identify whether the number of objects in one group	**Key Concepts** • Comparing and ordering groups of objects. • Describing number relationships using comparison language: more than, less than, close to, same as. • Translating between different	I can use comparison language to describe number relationships. I have a developmentally appropriate strategy for problem solving.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **CC.K.CC.6** Compare two numbers between 1 and 10 presented as written numerals. **CC.K.CC.7** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **CC.K.MD.1** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. **CC.K.G.1**	representations of number: concrete, pictorial, and symbolic. • Exploring number relationships using the benchmark numbers 5 and 10. • Developing estimation skills using a referent set. • Understanding that estimates should be approximate rather than a specific number. • Developing estimation language: more than, less than, about, close to. • Comparing numbers. • Describing spatial relationships using position. • Estimating length. • Counting by 10s. • Measuring length using nonstandard units. • Describing height relationships using comparison language • Exploring part-part-whole relationships of numbers to 12. • Describing number relationships using comparison language: more than, less than, close to, same as. • Translating between dot patterns, pictures, and numbers. • Developing meaning for addition and subtraction. • Exploring the probability of an event based on collected data. • Identifying and classifying three-dimensional shapes. • Sorting three-dimensional objects according to their attributes. • Comparing and contrasting three-	I can identify and extend numeric and symbolic patterns on the classroom calendar. I can use comparison language to order objects according to length. I can measure length using nonstandard units. I can estimate a quantity of objects when given a referent amount of the same object.	**<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
	dimensional objects using descriptive language. (flat, pointed, rolls, round, sides) • Exploring area and its measurement. • Measuring area using nonstandard units. • Estimating area. • Exploring the relationship between the size of the unit and the number of units needed to measure. • Counting using one-to-one correspondence		
Unit Four: Relationships Using Comparison Language **Timeline: 1 month**			
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **CC.K.OA.3** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **CC.K.MD.1** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **CC.K.G.1**	**Key Concepts** • Describing number relationships using comparison language: more than, less than, close to, same as. • Exploring part-part-whole relationships of the number five. • Connecting the part-part-whole relationships of the number five verbally and pictorially. • Developing meaning for addition and subtraction • Using patterns in data to investigate number relationships. • Connecting mathematics to real-world situations: using children's literature. • Counting backward from the number 5. • Using spatial terms to create a map (map, path). • Translating between locations in	I can use ordinal numbers in classroom situations. I have a developmentally appropriate strategy for problem solving. I can identify and extend numeric and symbolic patterns on the classroom calendar. I can use spatial sense to create a map. I can measure length using nonstandard units. I can develop meaning for the part-part-whole relationships of the benchmark number 5.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
	the real world and on a map.	I can count backward from the number 5.	
Unit Five: Comparing and Ordering **Timeline: 1 month**			
Count to 100 by ones and by tens. **CC.K.CC.1** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **CC.K.CC.2** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **CC.K.CC.6** Compare two numbers between 1 and 10 presented as written numerals. **CC.K.CC.7** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **CC.K.MD.1** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **CC.K.G.1**	**Key Concepts** • Comparing and ordering groups of objects • Describing number relationships using comparison language: more than, less than, close to, same as. • Translating between different representations of number: concrete, pictorial, and symbolic. • Exploring number relationships using the benchmark numbers 5 and 10. • Developing estimation skills using a referent set • Understanding that estimates should be approximate rather than a specific number. • Developing estimation language: more than, less than, about, close to. • Comparing numbers. • Describing spatial relationships using position • Estimating length. • Counting by 10s. • Measuring length using nonstandard units. • Describing height relationships using comparison language. • Measuring length using nonstandard units.	I can use comparison language to describe number relationships. I have a developmentally appropriate strategy for problem solving. I can identify and extend numeric and symbolic patterns on the classroom calendar. I can use comparison language to order objects according to length. I can measure length using nonstandard units. I can estimate a quantity of objects when given a referent amount of the same object.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
	• Counting by 10s. • Placing numbers in intervals. • Interpreting graphs.		
Unit Six: Two-Dimensional and Three-Dimensional Shapes **Timeline: 1 month**			
Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **CC.K.CC.4a** b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **CC.K.CC.4b** c. Understand that each successive number name refers to a quantity that is one larger. **CC.K.CC.4c** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). **CC.K.G.3**	**Key Concepts** • Exploring part-part-whole relationships of numbers to 12. • Describing number relationships using comparison language: more than, less than, close to, same as. • Translating between dot patterns, pictures, and numbers. • Developing meaning for addition and subtraction. • Exploring the probability of an event based on collected data. • Identifying and classifying three-dimensional shapes. • Sorting three-dimensional objects according to their attributes. • Comparing and contrasting three-dimensional objects using descriptive language. (flat, pointed, rolls, round, sides) • Exploring area and its measurement • Measuring area using nonstandard units. • Estimating area. • Exploring the relationship between the size of the unit and the number of units needed to measure. • Counting using one-to-one	I can show understanding of addition and subtraction operations. I have a developmentally appropriate strategy for problem solving. I can identify and extend numeric and symbolic patterns on the calendar. I can sort and compare 3-dimensional shapes. I can measure area using nonstandard units. I can sort objects according to given criteria. I can estimate a quantity of objects when given a referent amount of the same object.	**<u>Informal:</u>** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
	correspondence.		
Unit Seven: Identify and Describe Two-Dimensional Shapes **Timeline: 1 month**			
Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **CC.K.CC.4a** b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **CC.K.CC.4b** c. Understand that each successive number name refers to a quantity that is one larger. **CC.K.CC.4c** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **CC.K.OA.3** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **CC.K.OA.4** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2**	**Key Concepts** • Exploring part-part-whole • relationships of the number 10. • Using patterns in data to investigate number relationships. • Counting back from 10. • Developing meaning for addition and subtraction. • Connecting mathematics to real-world situations: using children's literature. • Exploring three-part partitions of the numbers seven, eight, and nine. • Translating between different • representations of numbers. • Developing meaning for all four operations. • Identifying and describing two-dimensional shapes (circle, diamond, hexagon, rectangle, rhombus, square, trapezoid, triangle). • Comparing and contrasting two-dimensional shapes using descriptive language. • Sorting two-dimensional shapes according to their attributes. • Exploring area and its measurement. • Counting using one-to-one correspondence. • Estimating area using two different nonstandard units. • Exploring the relationship between	I can show understanding of addition and subtraction operations. I have a developmentally appropriate strategy for problem solving. I can develop meaning for the part-part-whole relationships of the benchmark number 10. I can sort and compare 2-dimensional shapes. I can measure area using nonstandard and standard units. I can count backward from the benchmark numbers of 5 and 10. I can sort and compare objects according to given criteria.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Correctly name shapes regardless of their orientations or overall size **CC.K.G.2** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **CC.K.G.4**	the size of the unit and the number of units needed to measure. • Exploring area and its measurement. • Estimating area. • Measuring area using standard units (square inches). • Counting using one-to-one correspondence.		
Unit Eight: Addition and Subtraction Using Manipulatives and Drawings **Timeline: 1 month**			
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **CC.K.OA.4** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Correctly name shapes regardless of their orientations or overall size **CC.K.G.2** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **CC.K.G.4** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **CC.K.G.5**	**Key Concepts** • Exploring three-part partitions of the number 10. • Connecting mathematics to real-world situations: using children's literature. • Developing meaning for addition and subtraction. • Representing addition and subtraction situations using manipulatives and drawings. • Creating and solving word problems. • Developing spatial sense. • Identifying and describing two-dimensional shapes. • Collecting and organizing data in table. • Investigating the attributes of shapes. • Identifying and describing two-dimensional shapes using geoboards. • Investigating the effect of rotation on a shape. • Ordering containers by capacity.	I show understanding of addition and subtraction operations. I have a developmentally appropriate strategy for problem solving. I can estimate a quantity of objects when given a referent amount of the same object. I can develop meaning for the part-part-whole relationships of the benchmark number 10. I can identify and describe 2-dimensional shapes. I can collect and represent data. I can order containers by capacity (volume).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* **CC.K.G.6**	• Estimating volume. • Exploring volume and its measurement. • Refining volume estimates based on new information. • Exploring volume and its measurement. • Developing meaning for addition and subtraction.		
Unit Nine: Ordering Objects According to More or Less **Timeline: 1 month**			
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **CC.K.MD.2** Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). **CC.K.G.3** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **CC.K.G.4**	**Key Concepts** • Exploring equality using fractional representations. • Identifying and describing the relationship between three-dimensional shapes and their two-dimensional shadows. • Sorting objects by weight • Ordering objects according to weight using a two-pan balance. • Exploring the concept of mass and its measurement. • Developing the concept of mass and its measurement. • Working with a balance. • Solving problems involving addition and subtraction.	I show understanding of addition and subtraction operations. I have a developmentally appropriate strategy for problem solving. I understand equality using fractional representations. I can compare 2-dimensional and 3-dimensional shapes. I can sort objects according to weight. I understand the meaning of "equal". I can formulate questions about collected data.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Ten: Comparing Numbers 1-10 using More or less **Timeline: 1 month**			
Compare two numbers between 1 and 10 presented as written numerals. **CC.K.CC.7**	**Key Content** • Using comparison language to	I can use comparison language to describe number	**Informal:** Assessment Indicators for each

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **CC.K.OA.1**	describe number relationships. • Translating between different representations of numbers. • Developing meaning for addition and subtraction. • Connecting mathematics to real-world situations: using children's literature. • Developing the concept of symmetry. • Exploring line symmetry. • Completing and creating symmetrical designs.	relationships. I have a developmentally appropriate strategy for problem solving. I understand one line of symmetry. I understand the passage of time as measured by the classroom calendar, the weekly/daily schedule, and the clock.	unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Curriculum Framework for Mathematics

School: Academia Antonia Alonso **Curricular Tool:** Trailblazers **Grade:** 1 **Teacher:** _____

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit One: Welcome to 1st Grade! **Timeline : 8 days**			
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CC.1.OA.5** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **CC.1.MD.1** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **CC.1.MD.2**	**Key Concepts** • mathematical communication skills • ordering numbers • classification • *Adventure Book:* counting • counting • counting-on strategy • computation strategies • measuring by comparison • more or less	I can count objects. I can identify the number of a small group of objects without counting. I can compare numbers using *more, less,* or *about the same.* I can count on from a given number.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Two: Exploring Shapes **Timeline: 8 days**			

[1] In the Expeditionary Learning School Model, teachers use Learning Targets that are written as "I can…" statements. This facilitates the students' ability to self-assess their learning.

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CC.1.OA.5** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CC.1.MD.4** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **CC.1.G.1** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**CC.1.G.2** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of, fourth of,* and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. **CC.1.G.3**	**Key Concepts** • problem-solving strategies • properties of shapes • identifying shapes • partitioning shapes • TIMS Laboratory Method • data collection using tallies • using a calendar	I can identify 2-dimensional shapes. I can draw 2-dimensional shapes. I can describe 2-dimensional shapes using their properties (number of sides, length of sides, and number of corners). I can partition shapes in different ways. I can use a calendar to measure the passage of time.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Three: Pennies, Pockets and Parts **Timeline: 15 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Solve word problems that call for addition of three whole	**Key Concepts** • tally marks • gathering and recording data in tables and graphs • ten frames • exploring relationships	I can identify a number represented on a ten frame. I can translate between representations of numbers (ten frames, tallies, manipulatives, and symbols).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:**

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.2** Understand subtraction as an unknown-addend problem. *For example subtract 10 – 8 by finding the number that makes 10 when added to 8.* **CC.1.OA.4** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CC.1.OA.5** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **CC.1.MD.1** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **CC.1.MD.2** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **CC.1.G.1** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms,	among numbers • using 5 and 10 as benchmarks • number sentences • partitioning a number in two or three parts • word problems • mathematical communication skills	I can count on to solve addition problems. I can partition a number into two and three parts. I can solve addition problems and explain my reasoning. I can use manipulatives to solve problems.	Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**CC.1.G.2** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of, fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. **CC.1.G.3**			
Unit Four: Adding to Solve Problems **Timeline: 5 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.2** Understand subtraction as an unknown-addend problem. *For example subtract 10 – 8 by finding the number that makes 10 when added to 8.* **CC.1.OA.4** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CC.1.OA.5** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1,5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* **CC.1.OA.7**	**Key Concepts** • grouping objects in pairs • even and odd numbers • creating and sharing addition problems • number sentences • counting on • modeling addition problems with manipulatives	I can write number sentences for addition situations. I can partition numbers into two and three parts and represent them with number sentences? I can solve addition problems and explain my reasoning? I can count on to solve addition problems. I can create a story for an addition number sentence. I can identify odd and even numbers. I can students use a calendar to measure the passage of time.	**<u>Informal:</u>** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **CC.1.G.1**			
Unit Five: Grouping and Counting **Timeline: 9 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.2** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in	**Key Concepts** • counting by twos, fives, and tens • pennies, nickels, dimes • grouping and naming numbers • partitioning and describing numbers • TIMS Laboratory Method • *Adventure Book:* labeling data tables • concepts of multiplication and division	I can group and count objects by twos, fives, and tens. I can divide a collection of objects into groups of a given size and count the leftovers. I can collect and organize data in a table. I can identify the relationships among pennies, nickels, and dimes.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
another. **CC.1.MD.4**			
Unit Six: Subtracting to Solve Problems **Timeline: 6 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CC.1.OA.5** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8**	**Key Concepts** • subtraction stories • subtraction number sentences • symbols for subtraction situations • ten frames • partitioning numbers from 10 to 20 • connecting addition and subtraction • counting up or back to find the missing part	I can write number sentences for subtraction situations. I can create a story for a subtraction number sentence. I can represent subtraction situations using whole-part-part language. I can count up or count back to solve subtraction problems. I can solve subtraction problems and explain my reasoning.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Seven: Grouping By Tens **Timeline: 12 days**			
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." **CC.1.NBT.2a** b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. **CC.1.NBT.2b** c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **CC.1.NBT.2b**	**Key Concepts** • grouping and counting by tens and ones • comparing and ordering numbers ten frames • multiple solution strategies • identifying intervals • investigating volume • representing numbers with	I can group and count objects by tens and ones. I can count objects by twos, fives, and tens. I can describe a number in relation to other numbers. I can measure length using nonstandard units (links).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **CC.1.NBT.3** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **CC.1.NBT.4** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **CC.1.NBT.5** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.1.NBT.6** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **CC.1.MD.2** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in	tens and ones • TIMS Laboratory Method • number patterns on the *100 Chart* • Game: grouping and adding	I can make and interpret bar graphs. I can use data to solve problems involving volume. I can represent two-digit numbers using manipulatives, ten frames, and *100 Charts*.	Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
another. **CC.1.MD.4**			
Unit Eight: Looking at 100 **Timeline: 11 days**			
Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **CC.1.OA.3** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **CC.1.NBT.4** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **CC.1.NBT.5** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the	**Key Concepts** • money • exploring the importance of units • partitioning 100 into two and three parts • TIMS Laboratory Method • counting on by fives and tens • using a calendar • number relationships • *Adventure Book:* weather changes • *100 Chart* • adding and subtracting with multiples of ten	I can group and count objects by fives and tens I can solve addition and subtraction problems using multiples of five and ten. I can partition 100 into groups of tens. I can represent numbers using ten frames, *100 Charts*, manipulatives, and number sentences. I can find the value of a collection of nickels, dimes, and quarters. I can use a calendar to measure the passage of time. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.1.NBT.6** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CC.1.MD.4**			
Unit Nine: Thinking About Adding and Subtracting **Timeline: 8 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **CC.1.OA.3** Understand subtraction as an unknown-addend problem. *For example subtract 10 – 8 by finding the number that makes 10 when added to 8.* **CC.1.OA.4** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6**	**Key Concepts** • sums to ten • number sentences for doubles • relationships between doubles and halves • even and odd • visual imagery of doubles and halves • communicating solution strategies • addition and subtraction problems • Game: sums of ten, doubles	I can partition ten into two and three parts. I can solve addition and subtraction problems and explain my reasoning. I can identify even and odd numbers. I can use doubles to solve addition problems. I can make a ten to solve addition problems. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts)?	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Ten: Exploring Multiplication and Division **Timeline: 7 days**			
Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **CC.1.OA.3** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CC.1.MD.4**	**Key concepts** • multiples of 2, 3, and 5 • solving problems based on real data • TIMS Laboratory Method • multiplication and division problems	I can represent multiplication and division situations using manipulatives or drawings. I can create stories for multiplication and division situations. I can solve multiplication and division problems and explain my reasoning verbally. I can make and interpret bar graphs. I can use data to solve problems. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Eleven: Measurement and Length **Timeline: 10 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with	**Key Concepts** • measuring with nonstandard units	I can predict and measure length using nonstandard units.	**Informal:** Assessment Indicators for each unit

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **CC.1.MD.1** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **CC.1.MD.2** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CC.1.MD.4**	• measuring, comparing, and ordering lengths • grouping and counting objects • TIMS Laboratory Method • number placement within an interval • comparing lengths with different units • measuring with inches • *Adventure Book:* techniques used in an experiment	I can report lengths using numbers and units. I can make and interpret bar graphs. I can use data to solve problems involving length. I can group and count objects by fives and ones.	Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Twelve: Patterns and Designs **Timeline: 7 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Order three objects by length; compare the lengths of two	**Key Concepts** • creating patterns • describing and generalizing patterns • naming, recording, and extending patterns • line symmetry • spatial problem-solving skills • Game: symmetry	I can identify and describe patterns. I can represent patterns using manipulatives, words, and symbols. I can extend patterns I can use symmetry to solve problems.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
objects indirectly by using a third object. **CC.1.MD.1** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**CC.1.G.2**			Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Thirteen: Measurement - Area **Timeline: 5 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." **CC.1.NBT.2a** b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. **CC.1.NBT.2b** c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **CC.1.NBT.2b** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a	**Key Concepts** • nonstandard units for area • area in square inches and half square inches • comparing areas • *Adventure Book:* finding area • investigating the relationship between area and shape	I can measure length in inches. I can estimate area by covering shapes with nonstandard units. I can measure area by covering shapes with square inches and half-square inches. I can recognize that different shapes can have the same area. I can report areas using numbers and units. I can collect and organize data in a table.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **CC.1.NBT.4** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **CC.1.NBT.5** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **CC.1.MD.2**			
Unit Fourteen: Cubes and Volumes **Timeline: 7 days**			
Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **CC.1.OA.3** Understand subtraction as an unknown-addend problem. *For example subtract 10 – 8 by finding the number that makes 10 when added to 8.* **CC.1.OA.4** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between	**Key Concepts** • spatial visualization • building models • using models to approximate volume • communicating solution strategies • volume in cubic units • *Adventure Book:* volume in cubic units • investigating the relationship between volume and shape sorting and classifying cube models	I can measure volume by counting cubic units. I can sort and classify cube models using volume, area of the base, and height. I can recognize that different shapes can have the same volume. I can construct a cube model from a drawing. I can report volumes using	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1,5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* **CC.1.OA.7** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **CC.1.NBT.4**		numbers and units. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Fifteen: Exploring 3D Shapes **Timeline: 5 days**			
Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **CC.1.OA.3** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as	**Key Concepts** • naming 3-D shapes • describing 3-D shapes • identifying shapes by properties • length in centimeters	I can identify 3-dimensional shapes (cylinders, spheres, and prisms). I can describe 3-dimensional shapes using their properties. I can classify 3-dimensional objects using their properties	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit –

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **CC.1.G.1**		and explain my reasoning. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Sixteen: Collecting and Organization **Timeline: 5 days**			
Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **CC.1.OA.3** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CC.1.OA.5** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in	**Key Concepts** • using a survey to study variables • classification • comparing two sets of data • TIMS Laboratory Method • *Adventure Book:* TIMS Laboratory • Method	I can collect and organize data in a table. I can make and interpret bar graphs. I can use data to solve problems. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
another. **CC.1.MD.4**			
Unit Seventeen: Pieces, Parts and Symmetry **Timeline: 7 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CC.1.OA.6** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **CC.1.NBT.4** Partition circles and rectangles into two and four equal	**Key Concepts** • fraction names for 1/2 and 1/4 • line symmetry • part-whole relationship of fractions • fractional parts of areas • fractional parts of sets	I can represent and describe fractions (1/2 and 1/4) using manipulatives, drawings, and symbols. I can recognize that fractional parts of a whole (halves and fourths) must have equal areas. I can partition shapes into halves and fourths. I can partition sets of objects into fractional parts. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. **CC.1.G.3**			
Unit Eighteen : Measurement and Mapping **Timeline: 5 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.1.NBT.6** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CC.1.MD.4**	**Key Concepts** • measuring length • locating objects relative to Mr. Origin • right and left • direction and distances on a one-dimensional map (number line) • TIMS Laboratory Method • numbering a line right and left of Mr. Origin • *Adventure Book:* map reading	I can describe the location of an object relative to Mr. Origin using direction (left or right) and distance. I can measure length using nonstandard units (links). I can locate objects on a map using direction (left or right) and Distance. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Nineteen: Moving beyond 100 **Timeline: 5 days**			
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **CC.1.OA.1** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* **CC.1.OA.8** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.1.NBT.6** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CC.1.MD.4**	**Key Concepts** • measuring length • locating objects relative to Mr. Origin • right and left • direction and distances on a one-dimensional map (number line) • TIMS Laboratory Method • numbering a line right and left of Mr. Origin • *Adventure Book:* map reading	I can describe the location of an object relative to Mr. Origin using direction (left or right) and distance. I can measure length using nonstandard units (links). I can locate objects on a map using direction (left or right) and Distance. I can use math facts strategies to add (direct modeling, counting strategies, or reasoning from known facts).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Curriculum Framework for Mathematics

School: Academia Antonia Alonso **Curricular Tool:** Trailblazers **Grade:** 2 **Teacher:** _____

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit One: Welcome to Second Grade! **Timeline : 9 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **CC.2.NBT.7** 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**	**Key Concepts** • strategies for addition and subtraction • calendar • addition and subtraction with money • multiples of 5, 10, and 25 • TIMS Laboratory Method • number sentences • word problems • ten frames for numbers up to 15 • multiple solution strategies	I can use data to solve problems. I can use math facts strategies to add. I can add and subtract using manipulatives, pictures, and ten frames. I can solve addition and subtraction problems and explain my reasoning. I can solve problems in more than one way. I can solve problems involving money. I can represent numbers using ten frames.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

[1] In the Expeditionary Learning School Model, teachers use Learning Targets that are written as "I can…" statements. This facilitates the students' ability to self-assess their learning.

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Two: Exploring Numbers **Timeline: 12 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **CC.2.OA.3** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **CC.2.NBT.7** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**	**Key Concepts** • strategies for addition and subtraction • Game: subtraction • patterns in a *200 Chart* • skip counting by twos, fives, and tens • writing number sentences • calculators • money • predicting • TIMS Laboratory Method • even and odd numbers • *Adventure Book:* multi-solution strategies	I can write number sentences for addition and subtraction situations. I can solve subtraction problems using counting strategies and related addition facts. I can identify patterns on the *200 Chart*. I can add and subtract using manipulatives, pictures, ten frames, *200 Charts,* and calculators. I can solve addition and subtraction problems and explain my reasoning. I can solve problems in more than one way. I can interpret bar graphs.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Three: Buttons: A Baseline Assessment Unit **Timeline: 9 days**			

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **CC.2.OA.3** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **CC.2.NBT.7** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8**	**Key Concepts** • estimating quantities • classification • word problems • problem solving with addition and subtraction • money • graphing and analyzing data • place-value charts for counting • communicating problem-solving strategies • grouping and counting • grouping by tens • measuring • addition math facts	I can sort and classify objects. I can estimate the number of objects in a group. I can group and count objects. I can solve addition and subtraction problems and explain my reasoning. I can collect and organize data in a table. I can make and interpret bar graphs. I can represent numbers using place value charts. I can demonstrate fluency with the addition facts in Group A.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Four: Working with Data **Timeline: 8 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Count within 1000; skip-count by 5s, 10s, and 100s. **CC.2.NBT.2** Estimate lengths using units of inches, feet, centimeters, and meters. **CC.2.MD.3** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**	**Key Concepts** • measuring length in nonstandard units • grouping and counting by tens and ones • TIMS Laboratory Method • estimation of lengths • scaling axes on a graph • making and interpreting bar graphs • addition math facts:	I can represent the elements of a laboratory investigation in a drawing. I can collect and organize data in a table. I can make and interpret bar graphs. I can measure length using nonstandard units. I can report lengths using numbers and units. I can demonstrate fluency with the addition facts in Group B.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Five: Ways of Adding Larger Numbers **Timeline: 10 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Understand that the three digits of a three-digit number	**Key Concepts** • estimating quantities • zero • addition algorithm • two-digit addition • calculators • history of mathematics • *Adventure Book:* the use of zero • computational estimation • money • addition math facts	I can estimate sums. I can represent addition problems using base-ten pieces. I can add multi-digit numbers using manipulatives, *200 Charts,* pictures, paper and pencil, or calculators. I can solve problems involving	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **CC.2.NBT.5** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8**		money. I can solve addition problems and explain their reasoning. I can demonstrate fluency with the addition facts in Group G.	Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Six: Ways of Subtracting Larger Numbers **Timeline: 9 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Key Concepts** • 2-digit subtraction • subtraction strategies • computational estimation • place value • subtraction algorithm • calculators • money • choosing appropriate methods for estimation or computation • subtraction math facts	I can estimate differences. I can represent 2-digit subtraction problems using base-ten pieces. I can subtract 2-digit numbers using base-ten pieces, pictures, paper and pencil, and calculators. I can solve problems involving money. I can solve subtraction problems and explain their reasoning.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
CC.2.NBT.5 Add up to four two-digit numbers using strategies based on place value and properties of operations. **CC.2.NBT.6** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **CC.2.NBT.7** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8**		I can demonstrate fluency with the subtraction facts for Group A.	Portfolios Facts Assessment
Unit Seven: Grouping, Sharing and Leftovers **Timeline: 7 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **CC.2.OA.4** Count within 1000; skip-count by 5s, 10s, and 100s. **CC.2.NBT.2** Add up to four two-digit numbers using strategies based on place value and properties of operations. **CC.2.NBT.6** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols	**Key Concepts** • multiplication concepts • division concepts • number sentences • multiplication strategies • division strategies • remainders • creating and illustrating word problems • multiplication as repeated addition • subtraction math facts	I can represent multiplication problems using manipulatives and pictures. I can represent division problems using manipulatives and pictures. I can solve multiplication and division problems using manipulatives and pictures and explain my reasoning. I can create multiplication and division problems. I can demonstrate fluency with the subtraction facts for Group	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8**		B.	Portfolios Facts Assessment
Unit Eight: Going to Great Lengths **Timeline: 9 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Estimate lengths using units of inches, feet, centimeters, and meters. **CC.2.MD.3** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **CC.2.MD.4** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. **CC.2.MD.6** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information in a bar graph. **CC.2.MD.10**	**Key Concepts** • measuring length in nonstandard units • measuring length in centimeters and meters • number sense to 100 • grouping and counting by tens and ones • median • checking predictions • intervals on a number line • controlling variables in an experiment • estimating length • multiple trials • TIMS Laboratory Method • *Adventure Book:* fixed variables in experiments • addition math facts	I can estimate length. I can measure length in centimeters and meters. I can compare and order numbers using a number line. I can represent the elements of a laboratory investigation in a drawing. I can collect and organize data in a table. I can make and interpret bar graphs. I can demonstrate fluency with the addition facts in Group C.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Nine: Putting Numbers in their Places **Timeline: 10 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Count within 1000; skip-count by 5s, 10s, and 100s. **CC.2.NBT.2** Estimate lengths using units of inches, feet, centimeters, and meters. **CC.2.MD.3** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **CC.2.MD.4** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **CC.2.MD.7** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols	**Key Concepts** • two- and three-digit place value • comparing and ordering numbers • telling time on analog and digital clocks • partitioning numbers • grouping by ones, tens, and hundreds • trading and renaming numbers • telling time • TIMS Laboratory Method • *Adventure Book:* volume of containers • Game: place value • estimation of quantities • measuring volume with nonstandard units • addition math facts	I can group and count objects by 1s, 10s, and 100s. I can represent numbers greater than 100 using manipulatives, symbols, words, and place value charts. I can represent the elements of a laboratory investigation in a drawing. I can collect, organize, graph, and analyze data. I can measure volume using nonstandard units. I can solve addition and subtraction problems involving volume. I can demonstrate fluency with the addition facts in Group D.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**			
Unit Ten: Exploring Volume **Timeline: 10 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit	**Key Concepts** • reading scales • measuring volume with graduated cylinders • measuring volume in cubic centimeters • TIMS Laboratory Method • problem solving with addition, subtraction, and multiplication • number sentences • addition math facts	I can read a variety of scales. I can read and fill a graduated cylinder. I can measure volume by displacement. I can solve computation problems involving volume. I can demonstrate fluency with the addition facts.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**			
Unit Eleven: Building with Cubes **Timeline: 6 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **CC.2.MD.7**	**Key Concepts** • volume of cube models • cube model plans • multiple solution strategies • addition number sentences • addition math facts	I can measure volume by counting cubic units. I can translate between a model, its cube model plan, and a three-dimensional drawing. I can find the volume of a cube model and express it in a number sentence. I can solve addition problems involving volume. I can demonstrate fluency with the addition facts in Group E.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Twelve: Multiple Masses **Timeline: 6 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	**Key Concepts** • measuring mass in grams • comparing masses • scaling axes on a graph • multiplication as repeated addition • TIMS Laboratory Method • *Adventure Book:* ordering	I can compare the mass of objects using a balance. I can measure mass in grams. I can make and interpret bar graphs.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b** Count within 1000; skip-count by 5s, 10s, and 100s. **CC.2.NBT.2** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **CC.2.MD.7** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**	masses • addition math facts	I can solve computation problems involving mass. I can demonstrate fluency with the addition facts in Group F.	unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Thirteen: Measuring Area **Timeline: 10 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Count within 1000; skip-count by 5s, 10s, and 100s. **CC.2.NBT.2**	**Key Concepts** • concept of area • measuring area in square centimeters • developing number sense for halves and fourths • counting halves and fourths of square • centimeters • measuring length • line symmetry • *Adventure Book:* using symmetry to find the area of a shape	I can measure area by counting whole and fractional parts of square centimeters. I can recognize that different shapes can have the same area. I can measure length in centimeters. I can demonstrate understanding of the concept of area.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **CC.2.NBT.8** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **CC.2.MD.1** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **CC.2.G.2** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **CC.2.G.3**	• subtraction math facts	I can report measurements using a number and a unit. I can demonstrate fluency with the related subtraction facts for Group F.	Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Fourteen: Sampling, Sorting, and Science **Timeline: 8 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Add up to four two-digit numbers using strategies based on	**Key Concepts** • classification • variables and values • sampling • organizing data into tables and graphs • checking predictions • *Adventure Book:* studying samples of a population • TIMS Laboratory Method • graphing and analyzing	I can sort and classify objects. I can represent the elements of a laboratory investigation in a drawing. I can collect and organize data in a table. I can make and interpret bar graphs.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
place value and properties of operations. **CC.2.NBT.6** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**	data • subtraction math facts	I can sort and classify a group of objects using two variables. I can use data to make predictions and solve problems. I can demonstrate fluency with the related subtraction facts for Group C.	Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Fifteen: Geometry in Motion **Timeline: 7 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Add up to four two-digit numbers using strategies based on place value and properties of operations. **CC.2.NBT.6** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **CC.2.NBT.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **CC.2.G.1**	**Key Concepts** • identifying two-dimensional shapes • classifying two-dimensional shapes • slides, flips, and turns • analyzing shapes • line symmetry • rotational (turn) symmetry • subtraction math facts	I can analyze and describe 2-dimensional shapes using their properties (number of sides, length of sides, and number of corners). I can identify line symmetry. I can use symmetry to solve problems. I can demonstrate fluency with the subtraction facts for Group E.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Sixteen: Investigating 3-D Shapes **Timeline: 10 days**			

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Estimate lengths using units of inches, feet, centimeters, and meters. **CC.2.MD.3** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **CC.2.G.1**	**Key Concepts** • identifying three-dimensional shapes • classifying three-dimensional shapes • properties of three-dimensional shapes • constructing models of three-dimensional shapes • analyzing three-dimensional shapes • comparing two- and three-dimensional models • subtraction math facts	I can analyze, describe, and classify 3-dimensional shapes using their properties (number and shape of sides, number of edges, and number of corners). I can construct 3-dimensional shapes using their properties. I can identify the 2-dimensional faces of a 3-dimensional shape. I can demonstrate fluency with the subtraction facts for Group G.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Seventeen: Mapping the Rainforest **Timeline: 7 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **CC.2.MD.1** Draw a picture graph and a bar graph (with single-unit	**Key Concepts** • one-dimensional maps (number lines) • using coordinates • addition and subtraction • two-dimensional maps • using map scales • measuring length • *Adventure Book:* mapping and finding patterns • TIMS Laboratory Method • subtraction math facts	I can describe the location of an object relative to Mr. Origin using direction (left or right, front or back) and distance. I can place an object on a map using direction and distance. I can measure length in centimeters. I can demonstrate fluency with the addition and related subtraction facts for Groups A–D.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **CC.2.G.1**			Assessment Units Portfolios Facts Assessment
Unit Eighteen: Patterns in Data **Timeline: 8 days**			
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.2.OA.1** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **CC.2.OA.3** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **CC.2.NBT.1a** b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **CC.2.NBT.1b**	**Key Concepts** • surveys • organizing data into tables and graphs • analyzing data • doubling numbers • halving numbers • number patterns • geometric patterns • calculators • function machines • TIMS Laboratory Method subtraction math facts • *Adventure Book:* collecting and analyzing data about armadillo families	I can represent the elements of a laboratory investigation in a drawing. I can collect and organize data in a table. I can make and interpret bar graphs. I can use patterns in data to make predictions and solve problems. I can identify, describe, and extend patterns. I can demonstrate fluency with the addition and related subtraction facts for Groups E–G.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. **CC.2.MD.10**			
Unit Nineteen: Fractions, The Whole Idea **Timeline: 7 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **CC.2.NBT.5** Add up to four two-digit numbers using strategies based on place value and properties of operations. **CC.2.NBT.6** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **CC.2.NBT.8** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **CC.2.MD.7** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **CC.2.MD.8** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*,	**Key Concepts** • fraction concepts • concept of a whole • multiple representations of fractions • comparing fractions • problem solving with fractions • Game: comparing fractions • Game: equivalent fractions • subtraction math facts	I can represent and describe fractions (halves, fourths, and thirds) using square-inch tiles, paper folding, drawings, and symbols. I can recognize that fractional parts of a whole (halves, fourths, and thirds) must have equal areas. I can partition shapes into halves, fourths, and thirds. I can demonstrate fluency with the subtraction facts for Group D.	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
thirds, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **CC.2.G.3**			
Unit Twenty: Putting Fractions to Use **Timeline: 10 days**			
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **CC.2.OA.2** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **CC.2.NBT.4** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **CC.2.NBT.5** Add up to four two-digit numbers using strategies based on place value and properties of operations. **CC.2.NBT.6** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **CC.2.MD.1** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **CC.2.MD.4**	**Key Concepts** • measuring length • measuring area • money • time • fractions of sets • multiple representations of fractions • area models of fractions • end-of-year test • subtraction math facts	I can measure length in inches to the nearest quarter inch. I can represent fractions using number lines (rulers), connecting cubes, geoboards, pictures, and symbols. I can solve problems and communicate solution strategies I can demonstrate fluency with addition and subtraction facts. .	**Informal:** Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Curriculum Framework for Mathematics

School: Academia Antonia Alonso **Curricular Tool:** Trailblazers **Grade:** 3 **Teacher:** _____

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit One: Strategies: An Assessment Unit **Timeline: 12 days**			
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1**	**Key Concepts** • addition and subtraction facts practice • subtraction facts review for Groups 1 and 2 • number sense • *Adventure Book:* origin of magic squares • magic squares • collecting, organizing, and graphing data • bar graphs • interpreting graphs • Student Rubric: *Knowing* • communicating problem-solving solutions • assessment of problem solving	I can use strategies to add and subtract. I can make and interpret bar graphs. I can collect, organize, graph, and analyze data. I can use patterns in data tables and graphs to make predictions and solve problems. I can communicate mathematical reasoning verbally and in writing.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Two: Sampling and Classifying **Timeline: 10 days**			

[1] In the Expeditionary Learning School Model, teachers use Learning Targets that are written as "I can…" statements. This facilitates the students' ability to self-assess their learning.

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3**	**Key Concepts** • TIMS Laboratory Method • bar graphs • variables and values • sampling • classification • predicting • multiple solution strategies • logical reasoning • communicating problem-solving solutions • addition facts review • Game: mental computation with addition • *Adventure Book:* working in groups • word problems	I can communicate solution strategies verbally and in writing. I can identify and use variables. I can make and interpret bar graphs. I can collect, organize, graph, and analyze data. I can use data in tables and graphs to make predictions and solve problems. I can demonstrate fluency with the addition facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Three: Exploring Multiplication **Timeline: 8 days**			
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **CC.3.OA.1** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ☐ ÷ 3, 6 × 6 = ?.* **CC.3.OA.4** Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3*	**Key Concepts** • multiplication concepts • multiplication stories • investigating patterns • multiplication as repeated addition • multiplication number sentences • subtraction facts review for Groups 3 and 4 • partitioning • communicating problem-solving solutions • multiplication facts	I can interpret bar graphs. I can represent multiplication problems using manipulatives and pictures. I can create stories for multiplication sentences. I can write number sentences for multiplication situations. I can solve multiplication and division problems and explain	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
× 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **CC.3.OA.5** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.3.OA.8** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **CC.3.OA.9** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1**	strategies • multiplication facts strategies for the 2s and 3s	their reasoning. I can divide a set of objects into equal-size groups (with remainders) and represent the situation with a number sentence.	Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Four: Place Value Concepts **Timeline: 13 Days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations.	**Key Concepts** • number sense • partitioning numbers • regrouping	I can partition large numbers into two and three parts and represent them with number sentences.	**Informal:** Assessment Indicators for each unit Observational Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **CC.3.NBT.2** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1**	• place value • base-ten number system • multi-digit addition • addition algorithms • ordering large numbers • telling time to five minutes • Student Rubric: *Knowing* • subtraction facts review for Groups 5 and 6 • multiplication facts strategies for the 2s and 3s	I can represent four-digit numbers using base-ten pieces, words, symbols, and place value charts. I can read and write large numbers (to the thousands). I can compare and order large numbers (to the thousands). I can represent addition problems using base-ten pieces. I can tell time to the nearest five minutes.	Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Five: Area of Different Shapes **Timeline: 10 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be	**Key Concepts** • TIMS Laboratory Method • bar graphs • median • fixed variables • area of irregular shapes • measuring area in square centimeters • counting halves and fourths of square centimeters • relationship between shape and area • using multiplication • *Adventure Book:* area • Student Rubric: *Solving* • assessing problem solving • subtraction facts review	I can find the area of shapes with straight or curved sides by counting square units. I can recognize that different shapes can have the same area. I can find the median of a data set. I can identify and use variables. I can make and interpret bar graphs. I can collect, organize, graph, and analyze data.	**<u>Informal:</u>** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
used to measure area. **CC.3.MD.5a** b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **CC.3.MD.5b**	for Groups 7 and 8 • multiplication facts strategies for the square numbers	I can use data to make predictions and solve problems. I can solve open-response problems and communicate solution strategies.	Assessment Units Portfolios Facts Assessment
Unit Six: More Adding and Subtracting **Timeline: 17 days**			
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **CC.3.OA.1** Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* **CC.3.OA.5** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Use place value understanding to round whole numbers to the nearest 10 or 100. **CC.3.NBT.1** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **CC.3.NBT.2**	**Key Concepts** • number sense • partitioning • place value • ordering large numbers • base-ten system • multi-digit addition • multi-digit subtraction • addition algorithms • subtraction algorithms • computational estimation • rounding • *Adventure Book:* addition and subtraction algorithms • Game: multi-digit addition and subtraction • Student Rubric: *Knowing* • palindromes • communicating problem solving • multiplication strategies for the 9s	I can represent addition and subtraction using base-ten pieces. I can add multidigit numbers using paper and pencil. I can subtract multi-digit numbers using paper and pencil. I can estimate sums and differences. I can determine the reasonableness of a solution. I can solve problems involving addition and subtraction.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1**			
Unit Seven: Exploring Multiplication and Division **Timeline: 20 days**			
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **CC.3.OA.1** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* **CC.3.OA.2** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.3.OA.3** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and	**Key Concepts** • multiplication concepts • division concepts • multiplication as repeated addition • division as repeated subtraction • multiplication sentences • division sentences • interpreting remainders • graphing and analyzing data • point graphs • number lines • measuring length in centimeters • perimeter of polygons • investigating patterns • communicating problem-solving solutions • assessing problem solving • Student Rubric: *Telling* • subtraction facts review and assessment for Groups 1 and 2 • strategies for the last six multiplication facts	I can represent multiplication and division using manipulatives, number lines, data tables, graphs, pictures, and words. I can write number sentences for multiplication and division situations. I can solve multiplication and division problems and explain my reasoning. I can make and interpret point graphs. I can use patterns in data tables and graphs to make predictions and solve problems. I can find the perimeter of regular shapes. I can solve problems involving money. I can demonstrate fluency with the subtraction facts in Groups 1 and 2.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
estimation strategies including rounding. **CC.3.OA.8** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **CC.3.OA.9** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **CC.3.NBT.2** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **CC.3.MD.8** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. **CC.3.G.1**			
Unit Eight: Using Patterns to Predict **Timeline: 8 days**			
Fluently multiply and divide within 100, using strategies	**Key Concepts**	I can measure mass in grams.	**Informal:**

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.3.OA.8** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. **CC.3.MD.5a** b. A plane figure which can be covered without gaps or	• measuring mass in grams • measurement error • TIMS Laboratory Method • predicting mass • checking predictions • using multiplication and division • point graphs • investigating patterns • best-fit line • variables and values • fixed variables • subtraction facts review and assessment for Groups 5 and 6 • multiplication strategies for the 3s, 9s, and square numbers	I can collect, organize, graph, and analyze data. I can make and interpret point graphs. I can use patterns in data tables and graphs to make predictions and solve problems. I can solve multiplication problems involving mass. I can demonstrate fluency with the subtraction facts in Groups 5 and 6.	Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
overlaps by *n* unit squares is said to have an area of *n* square units. **CC.3.MD.5b** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **CC.3.MD.6** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **CC.3.MD.8**			
Unit Nine: Numbers and Patterns: An Assessment Unit **Timeline: 7 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.3.OA.8** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the	**Key Concepts** • TIMS Laboratory Method • measuring length in inches • point graphs • predicting • checking predictions • investigating patterns • subtraction facts practice • Game: subtraction facts • money • communicating problem-solving solutions • assessing problem solving • midyear test • subtraction facts review and assessment for Groups 7 and 8 • assessment of all subtraction facts • strategies for the last six	I can measure length in inches. I can identify and use variables. I can collect, organize, graph, and analyze data. I can use patterns in data tables and graphs to make predictions and solve problems. I can solve open-response problems and communicate solution strategies. I can demonstrate fluency with the subtraction facts in Groups 7 and 8. I can demonstrate fluency with all the subtraction facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. **CC.3.MD.4**	multiplication facts		
Unit Ten: Mapping and Coordinates **Timeline: 9 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. **CC.3.MD.4**	**Key Concepts** • coordinates • making and interpreting scale maps • predicting length • checking predictions • measuring length in nonstandard units • measuring length in centimeters and feet • *Adventure Book:* using coordinates to find treasure • Game: adding or subtracting to make 10 • subtraction facts review and assessment for Groups 3 and 4 • multiplication strategies	I can find locations on maps or locate objects using positive coordinates. I can plot points using positive coordinates. I can measure length in feet and centimeters. I can use a scale map. I can make a scale map. I can demonstrate fluency with the subtraction facts in Groups 3 and 4.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
	for the 2s, 5s, and 10s		Facts Assessment
Unit Eleven: Multiplication Pattern II **Timeline: 8 days**			
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **CC.3.OA.1** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CC.3.OA.3** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ☐ ÷ 3, 6 × 6 = ?.* **CC.3.OA.4** Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* **CC.3.OA.5** 6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* **CC.3.OA.6** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations.	**Key Concepts** • multiplication concepts • division concepts • multiplication sentences • division sentences • division and zero • *Adventure Book:* zero and the four operations • multiplication facts strategies • multiplication facts practice • multiplication tables • array model of multiplication • multiplying by multiples of 10 • turn-around facts • factors • square numbers • prime numbers • Game: products, factors, and rectangular arrays • investigating patterns • money • communicating problem-solving solutions • practice and assessment of the multiplication facts for the 5s and 10s	I can represent multiplication and division problems using arrays. I can solve multiplication and division problems and explain their reasoning. Can students multiply numbers with ending zeros. I can write number sentences for multiplication and division situations. I can use patterns in the multiplication table to develop multiplication strategies. I can use turn-around facts (commutativity) to multiply. I can solve problems involving money. I can demonstrate fluency with the multiplication facts for the 5s and 10s.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **CC.3.OA.9** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. **CC.3.NBT.3** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **CC.3.MD.6**			
Unit Twelve: Dissections **Timeline: 8 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.3.OA.8**	**Key Concepts** • multiple representations of shapes • naming two-dimensional shapes • spatial visualization skills • analyzing shapes • measuring area in square inches • measuring perimeter in centimeters • congruence • sides	I can analyze and describe 2-dimensional shapes using their properties (number of sides, corners, and right angles). I can measure area and perimeter of 2-dimensional shapes. I can identify congruent shapes. I can identify line symmetry. I can use geometric concepts and	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. **CC.3.MD.4** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **CC.3.MD.7a** b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. **CC.3.MD.7b** c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. **CC.3.MD.7c** d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **CC.3.MD.7d** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **CC.3.MD.8**	• corners (vertices) • angles • right angles • flips • turns • line symmetry • Game: geometric game requiring logical reasoning • practice and assessment of the multiplication facts for the 2s and 3s	skills to solve problems and communicate my reasoning. I can demonstrate fluency for the multiplication facts for the 2s and 3s.	Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. **CC.3.G.1**			
Unit Thirteen: Parts and Wholes **Timeline: 8 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **CC.3.NF.1** Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line. **CC.3.NF.2** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they	**Key Concepts** • fraction concepts • multiple representations of fractions • problem solving with fractions • concept of whole • part-whole fractions • area model of fractions • fractions of sets • concept of addition of fractions • comparing fractions • equivalent fractions • Game: finding a fraction of a number • Game: comparing fractions • practice and assessment of the multiplication facts for the square numbers	I can represent fractions using pattern blocks and drawings. I can identify fractional parts of a set. I can partition shapes into given fractions. I can identify the whole when given a fractional part of the whole. I can recognize that fractional parts of a whole must have equal areas. I can compare and order fractions using one-half as a benchmark. I can demonstrate fluency with the multiplication facts for the square numbers.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
are the same size, or the same point on a number line. **CC.3.NF.3a** b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **CC.3.NF.3b** c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* **CC.3.NF.3c** d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.3.NF.3d** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **CC.3.MD.6** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* **CC.3.G.2**			
Unit Fourteen: Collecting and Using Data **Timeline: 6 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division	**Key Concepts** • telling time to the nearest	I can tell time to the nearest minute.	**Informal:** Assessment Indicators for

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
(e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3**	minute • elapsed time • Game: telling time on digital and analog clocks • simple percentages as benchmarks • TIMS Laboratory Method • bar graphs • importance of accurate data • surveys • multi-digit addition • multi-digit subtraction • addition algorithms • subtraction algorithms • variables and values • practice and assessment of the multiplication facts for the 9s	I can solve problems involving elapsed time. I can collect, organize, graph, and analyze data. I can make and interpret bar graphs. I can identify and use variables in a survey. I can add and subtract multi-digit numbers using paper and pencil. I can solve problems involving addition and subtraction. I can demonstrate fluency with the multiplication facts for the 9s.	each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Fifteen: Volume **Timeline: 7 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **CC.3.OA.9** Tell and write time to the nearest minute and measure time	**Key Concepts** • estimating volume in cubic centimeters • capacity • measuring volume with graduated cylinders • measuring volume in metric and customary units • TIMS Laboratory Method • *Adventure Book:* finding	I can measure volume using a graduated cylinder. I can collect, organize, graph, and analyze data. I can make and interpret bar graphs. I can solve addition, subtraction, multiplication, and division problems involving volume. I can demonstrate fluency with	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3**	the volume of a container • bar graphs • scales • number sentences • multiplication as repeated addition • multi-digit addition and subtraction • division as repeated subtraction • predicting • practice and assessment of the multiplication facts for the 2s, 5s, and 10s • checking predictions	the multiplication facts for the 2s, 5s, and 10s.	Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Sixteen: Wholes and Parts **Timeline: 6 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **CC.3.NF.1** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **CC.3.NF.3a**	**Key Concepts** • multiple representations of fractions • fraction concepts • concept of a whole • area model of fractions • part-whole fractions • congruence • flips • one-half as a benchmark • equivalent fractions • comparing fractions • *Adventure Book:* concept of a whole • Game: comparing fractions	I can represent fractions using geoboards and paper folding. I can recognize that fractional parts of a whole must have equal areas but can have different shapes. I can partition a shape into fractional parts. I can find and name equivalent fractions using manipulatives. I can demonstrate fluency with the multiplication facts for the 3s	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs

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b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **CC.3.NF.3b** c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* **CC.3.NF.3c** d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.3.NF.3d** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **CC.3.MD.7a** b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. **CC.3.MD.7b** c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical	• patterns • practice and assessment of the multiplication facts for the 3s and 9s	and 9s.	Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
reasoning. **CC.3.MD.7c** d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **CC.3.MD.7d** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* **CC.3.G.2**			
Unit Seventeen: Decimal Investigations **Timeline: 9 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **CC.3.NF.3a** b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **CC.3.NF.3b** c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* **CC.3.NF.3c** d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the	**Key Concepts** • decimals concepts • multiple representations of decimals • concept of a whole • decimal notation • reading decimals • comparing decimals • length model for decimal fractions • measuring length to nearest tenth of a centimeter • estimating length • Game: decimal and common fractions • TIMS Laboratory Method • point graphs • best-fit line • predicting • checking predictions • addition facts practice • subtraction facts practice	I can represent decimals using number lines (rulers) and base-ten pieces. I can read and write decimals to hundredths. I can skip count by tenths. I can measure length to the nearest tenth of a centimeter. I can collect, organize, graph, and analyze data. I can make and interpret point graphs. I can use patterns in data tables and graphs to make predictions and solve problems. I can solve problems involving decimals.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.3.NF.3d** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* **CC.3.G.2**	• Game: addition and subtraction facts practice and assessment of the last six multiplication facts	I can demonstrate fluency with the multiplication facts for the last six facts (4 x 6, 4 x 7, 4 x 8, 6 x 7, 6 x 8, 7 x 8).	
Unit Eighteen : Viewing and Drawing 3D **Timeline: 6 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters	**Key Concepts** • multiple representations of shapes • three-dimensional objects • cubes and rectangular prisms • drawing cubes and rectangular prisms • edges • faces • vertices • cube models • cube model plans	I can identify the faces, edges, and vertices of a box (rectangular prism). I can find the area of the base, height, and volume of cube models. I can translate between a model, its cube model plan, and a three-dimensional drawing. I can describe the top, front, and	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the

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(l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **CC.3.MD.7a** b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. **CC.3.MD.7b** c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b + c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning. **CC.3.MD.7c** d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **CC.3.MD.7d**	• area • length • volume • multiple solution strategies • practice and assessment of the multiplication facts for the square numbers	right side views of a cube model. I can demonstrate fluency with the multiplication facts for the square numbers. .	Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Nineteen: Multiplication and Division **Timeline: 9 days**			
Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* **CC.3.OA.5**	**Key Concepts** • multiplication strategies • multiplication stories • one-digit by two-digit multiplication • multiplication by multiples of ten • division strategies	I can represent 2-digit by 1-digit multiplication problems using manipulatives, arrays, and drawings. I can solve 2-digit by 1-digit multiplication problems using manipulatives, arrays, and	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **CC.3.MD.7a** b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. **CC.3.MD.7b** c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning. **CC.3.MD.7c** d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **CC.3.MD.7d** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of	• division stories • interpreting remainders • multistep problems • multiple solution strategies • practice and assessment of the last six multiplication facts	drawings. I can multiply numbers with ending zeros. I can write number sentences for multiplication and division situations. I can create stories for multiplication and division sentences. I can solve multiplication and division problems and explain their reasoning. I can interpret remainders. I can demonstrate fluency with the multiplication facts for the last six facts (4 x 6, 4 x 7, 4 x 8, 6 x 7, 6 x 8, 7 x 8).	**Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. **CC.3.G.1**			
Unit Twenty: Connections - An Assessment Unit **Timeline: 9 days**			
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CC.3.OA.7** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1** 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CC.3.MD.3**	**Key Concepts** • TIMS Laboratory Method • variables • fixed variables • point graphs • interpreting graphs • measuring length in centimeters • measuring area in square centimeters • measuring volume in cubic • centimeters • predicting • money • division concepts • communicating problem-solving solutions • assessing problem solving • assessing the subtraction facts • end-of-year test • DPP assessment of all the multiplication facts	I can find the area of the base, volume, and height of a cube model. I can collect, organize, graph, and analyze data. I can make and interpret point graphs. I can use patterns in data tables and graphs to make predictions and solve problems. I can solve open-response problems and communicate solution strategies. I can solve problems involving money. I can demonstrate fluency with all the multiplication facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Curriculum Framework for Mathematics

School: Academia Antonia Alonso **Curricular Tool:** Trailblazers **Grade:** 4 **Teacher:** _____

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit One: Data About Us **Timeline : 11 days**			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.4.OA.3** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **CC.4.OA.5** Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2**	**Key Concepts** • TIMS Laboratory Method • bar graphs • variables and values • *Adventure Book:* TIMS Laboratory Method • average (median) • numerical and categorical variables • addition facts review • word problems • estimation • predictions from data • point graphs • length in inches	I can identify categorical and numerical variables. I can find the median of a data set. I can make and interpret bar graphs. I can make and interpret point graphs. I can use patterns in data tables and graphs to make predictions. I can measure length in inches. I can demonstrate fluency with the addition facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

[1] In the Expeditionary Learning School Model, teachers use Learning Targets that are written as "I can…" statements. This facilitates the students' ability to self-assess their learning.

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Two: Geometric Investigations - A Baseline Assessment Unit **Timeline: 15 days**			
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **CC.4.OA.5** Fluently add and subtract multi-digit whole numbers using the standard algorithm. **CC.4.NBT.4** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **CC.4.MD.3** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-	**Key Concepts** • perimeter • area • length • portfolios and collection folders • width • TIMS Laboratory Method • Student Rubric: *Telling* • acute, obtuse, and right angles • subtraction facts review • point graphs • estimating angle size • communicating problem-solving strategies	I can use patterns in data tables and graphs to make and test conjectures. I can collect, organize, graph, and analyze data. I can make and interpret point graphs. I can find the perimeter of polygons. I can find the area of polygons. I can estimate the size of an angle. I can identify acute, obtuse, and right angles. I can communicate solution strategies. I can demonstrate fluency with the subtraction facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
degree angle," and can be used to measure angles. **CC.4.MD.5a** b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **CC.4.MD.5b** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **CC.4.G.2**			
Unit Three: Number and Number Operations **Timeline: 7 days**			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.4.OA.3** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **CC.4.NBT.1** Fluently add and subtract multi-digit whole numbers using the standard algorithm. **CC.4.NBT.4** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Key Concepts** • number systems • negative numbers • base-ten system • place value from ones to thousands • addition algorithm review • subtraction algorithm review • patterns • grouping, trading, and regrouping • Roman numerals • estimating sums and differences • multiplication and division facts for fives and tens	I can name the value of a digit based on its place in a number. I can represent two-, three-, and four-digit numbers using base-ten pieces. I can represent addition and subtraction using base-ten pieces? Can students add multi-digit numbers using paper and pencil. I can subtract multi-digit numbers using paper and pencil. I can determine the reasonableness of a solution. I can demonstrate fluency with	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
CC.4.NBT.5		the multiplication facts for the 5s and 10s. I can write the four number sentences in the fact families for the 5s and 10s.	
Unit Four: Products and Factors **Timeline: 10 days**			
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **CC.4.OA.1** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.4.OA.3** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **CC.4.NBT.1** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5**	**Key Concepts** • prime numbers • square numbers • prime factors • exponents • factor trees • number puzzles • factors • array model for multiplication • multiples • multiplication and division facts for twos and threes	I can represent multiplication and division problems using arrays. I can determine whether one number is a multiple of another number I can determine whether one number is a factor of another number. I can identify prime, composite, and square numbers. I can find the prime factorization of a number. I can explain my mathematical reasoning. I can demonstrate fluency with the multiplication math facts for the 2s and 3s. I can write the four number	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
		sentences in the fact families for the 2s and 3s.	
Unit Five: Using Data to Predict **Timeline: 11 days**			
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **CC.4.OA.1** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **CC.4.OA.2** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. **CC.4.0A.4** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **CC.4.NBT.1** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **CC.4.MD.6** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **CC.4.G.2**	**Key Concepts** • best-fit lines • point graphs • Student Rubric: *Solving* • TIMS Laboratory Method • manipulated, responding, and fixed • variables • predictions from data • averages (mean and median) • *Adventure Book:* collaborative • learning • measuring length in centimeters • communicating problem-solving strategies • interpolation and extrapolation • multiplication and division facts for the square numbers	I can draw and interpret best-fit lines. I can find the median and mean of a data set. I can identify and use variables. I can measure length in centimeters. I can use patterns in data tables and graphs to make predictions. I can collect, organize, graph, and analyze data. I can solve open-response problems and communicate solution strategies. I can demonstrate fluency with the multiplication facts for the square numbers. I can write the two number sentences in the fact families for the square numbers.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Six: Place Value Patterns **Timeline: 12 days**			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.4.OA.3** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **CC.4.NBT.1** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **CC.4.NBT.2** Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3**	**Key Concepts** • Student Rubric: *Knowing* • place value to the millions • exponents • reading and writing large numbers • convenient numbers • 10% as a standard for error analysis • powers of two and ten • using diagrams to solve problems • computational estimation • estimating the number of objects in a collection • ordering large numbers • multiplication and division facts for the nines	I can read and write large numbers (to the millions). I can compare and order large numbers (to the millions). I can represent large numbers (to the millions) using place value charts and number lines. I can use patterns to make predictions. I can estimate sums and differences for large numbers. I can demonstrate fluency with the multiplication facts for the 9s. I can write the four number sentences in the fact families for the 9s.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Seven: Patterns in Multiplication **Timeline: 15 days**			
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **CC.4.OA.2** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	**Key Concepts** • order of operations • Student Rubrics: *Solving* and *Knowing* • factors • multiplication of numbers with ending zeros • estimation • paper-and-pencil methods for	I can follow the order of operations. I can mentally multiply numbers with ending zeros. I can multiply 2-digit by 1-digit numbers using paper and pencil.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Determine whether a given whole number in the range 1–100 is prime or composite. **CC.4.0A.4** Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5**	multiplication • divisibility rules • multiplication and division facts for the last six facts • multiples • inverse relationship between multiplication and division	I can estimate sums, differences, and products. I can solve problems involving multiplication. I can solve open-response problems and communicate solution Strategies. I can demonstrate fluency with the last six multiplication facts (4 x 6, 4 x 7, 4 x 8, 6 x 7, 6 x 8, 7 x 8). I can write the four number sentences for each of the fact families for the last six facts.	unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Eight: Measuring Up: An Assessment Unit **Timeline: 11 days**			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.4.OA.3** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. **CC.4.0A.4** Read and write multi-digit whole numbers using base-ten	**Key Concepts** • review of previously studied concepts • midyear test • point graphs • divisibility rules • portfolio review • estimation • best-fit lines • experiment review • Student Rubrics: *Solving, Knowing,* and *Telling* • volume by displacement • TIMS Laboratory Method • order of operations • communicating problem-	I can collect, organize, graph, and analyze data. I can make and interpret point graphs. I can draw and interpret best-fit lines. I can use patterns in data tables and graphs to make predictions. I can measure volume by displacement.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **CC.4.NBT.2** Fluently add and subtract multi-digit whole numbers using the standard algorithm. **CC.4.NBT.4** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **CC.4.MD.3**	solving strategies • interpolation and extrapolation • multiplication test on all the facts	I can solve open-response problems and communicate solution strategies. I can demonstrate fluency with the multiplication facts. I can write the four number sentences for each of the fact families.	Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Nine: Shapes and Solids **Timeline: 13 days**			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and	**Key Concepts** • parallel lines • nets • lines and segments • symmetry • polygons	I can measure angles. I can identify acute, obtuse, and right angles. I can identify line and turn	**<u>Informal:</u>** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
estimation strategies including rounding. **CC.4.OA.3** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. **CC.4.MD.5a** b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **CC.4.MD.5b** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **CC.4.MD.6** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1** Classify two-dimensional figures based on the presence or	• angles and rays • prisms • perpendicular lines • dimensions • volume • *Adventure Book:* dimensions • measuring angles • division facts for the fives and tens	symmetry. I can describe 2- and 3-dimensional shapes using their properties. I can identify a net of a prism. I can find the volume of a rectangular prism. I can demonstrate fluency with the division facts for the 5s and 10s.	Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **CC.4.G.2** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. **CC.4.G.3**			
Unit Ten: Using Decimals **Timeline: 13 days**			
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **CC.4.OA.2** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **CC.4.NBT.1** Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.4.NF.2** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and	**Key Concepts** • TIMS Laboratory Method • *Adventure Book:* decimals • best-fit lines • fractional units of measure • tenths and hundredths • length in mm, dm, cm, and m • common fractions • reading, comparing, and writing decimals • point graphs • number sense for decimals • Student Rubric: *Knowing* • interpolation and extrapolation division facts for the twos and threes	I can represent decimals using number lines (metersticks) and base-ten pieces. I can read and write decimals to hundredths. I can skip count by tenths and hundredths. I can measure length to the nearest mm, cm, dm, and m. I can collect, organize, graph, and analyze data. I can demonstrate fluency with the division facts for the 2s and 3s.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
100.4 *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* **CC.4.NF.5** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* **CC.4.NF.6** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. **CC.4.NF.7** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...* **CC.4.MD.1** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded			

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. **CC.4.G.3**			
Unit Eleven: Multiplication **Timeline: 12 days**			
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **CC.4.OA.1** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. **CC.4.NF.7** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...* **CC.4.MD.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1**	**Key Concepts** • multiplication of numbers with ending zeros • estimating products • *Adventure Book:* other number systems • paper-and-pencil methods for multiplication • division facts for the square numbers	I can represent multiplication using base-ten pieces. I can multiply two-digit by two-digit numbers using paper and pencil. I can multiply numbers with ending zeros mentally. I can estimate products. I can solve multistep word problems using multiplication. I can demonstrate fluency with the division facts for the square numbers.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Twelve: Exploring Fractions **Timeline: 14 days**			
Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. **CC.4.0A.4** Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3** **F**ind whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.6** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **CC.4.NF.1** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.4.NF.2** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same	**Key Concepts** • writing fractions • modeling fractions with manipulatives • equivalent fractions • communicating problem-solving strategies • ordering fractions • fractions in measurement • part-whole fractions • Student Rubrics: *Solving* and *Telling* • midterm test • adding and subtracting fractions with manipulatives • adding and subtracting fractions with like denominators • division facts for the nines	I can represent fractions using pattern blocks and paper folding. I can identify the whole when given a fractional part of the whole. I can find equivalent fractions using manipulatives. I can compare and order fractions using manipulatives. I can add and subtract fractions with like denominators using manipulatives. I can solve open-response problems and communicate solution strategies. I can demonstrate fluency with the division facts for the 9s.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
whole. **CC.4.NF.3a** b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **CC.4.NF.3b** c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **CC.4.NF.3c** d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **CC.4.NF.3d** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. **CC.4.NF.7** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1**			

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Thirteen: Division **Timeline: 13 days**			
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **CC.4.OA.2** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.6** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.4.NF.2** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **CC.4.NF.3a** b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording	**Key Concepts** • division symbols • modeling division with base-ten pieces • TIMS Laboratory Method • paper-and-pencil methods for division • length in centimeters • choosing appropriate methods of computation • interpreting remainders • estimating products and quotients • bar graphs • division facts for the last six facts	I can collect, organize, graph, and analyze data. I can represent division using base-ten pieces. I can divide with 1-digit divisors using paper and pencil. I can interpret remainders. I can estimate quotients. I can solve problems involving multiplication and division. I can demonstrate fluency with the 12 division facts related to the last six facts (24 ÷ 4, 24 ÷ 6, 28 ÷ 4, 28 ÷ 7, 32 ÷ 4, 32 ÷ 8, 42 ÷ 6, 42 ÷ 7, 48 ÷ 6, 48 ÷ 8, 56 ÷ 7, 56 ÷ 8).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **CC.4.NF.3b** c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **CC.4.NF.3c** d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **CC.4.NF.3d** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.* **CC.4.MD.4**			
Unit Fourteen: Chancy Predictions - An Introduction to Probability **Timeline: 8 days**			
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Key Concepts** • random process • TIMS Laboratory Method • probability lines • *Adventure Book:*	I can collect, organize, graph, and analyze data. I can make and interpret bar graphs.	**Informal:** Assessment Indicators for each unit Observational Assessment Record

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
CC.4.NBT.5 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.6** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. **CC.4.MD.5a** b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **CC.4.MD.5b** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. **CC.4.MD.7**	probability review creating spinners • probabilities of rolling number cubes • the meaning of "or" • equivalent probabilities • bar graphs • probabilities of spinning spinners • Law of Large Numbers • expressing fractions as decimals and percents • probabilities as fractions • division fact review for the 2s, 5s, 10s, • and square numbers	I can use fractions to give the probabilities of events. I can use probabilities to make predictions. I can demonstrate fluency with the division facts for the 2s, 5s, 10s, and square numbers.	Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1**			
Unit Fifteen: Using Patterns **Timeline: 9 days**			
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **CC.4.OA.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.6** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* **CC.4.NF.5** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	**Key Concepts** • patterns in data • *Adventure Book:* growth patterns functions • TIMS Laboratory Method • number patterns • interpolation and extrapolation • function machines • mass • length • point graphs • best-fit lines • "story of the graph" • geometric patterns • division fact review for the 3s, 9s, and the last six facts	I can collect, organize, graph, and analyze data. I ca make and interpret point graphs. I can draw and interpret best-fit lines. I can identify and extend patterns. I can use patterns to make predictions. I can represent patterns and functions using words, symbols, tables, and graphs. I can identify and use variables. I can measure mass. I can show fluency with the division facts for the 3s, 9s, and the 12 division facts related to the last six facts (24 ÷ 4, 24 ÷ 6, 28 ÷ 4, 28 ÷ 7, 32 ÷ 4, 32 ÷ 8, 42 ÷ 6, 42 ÷ 7, 48 ÷ 6, 48 ÷ 8, 56 ÷ 7, 56 ÷ 8).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
CC.4.NF.6 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.* **CC.4.MD.4** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. **CC.4.MD.5a** b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **CC.4.MD.5b** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1**			
Unit Sixteen: Assessing Our Learning **Timeline: 9 days**			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **CC.4.OA.3** Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3**	**Key Concepts** • TIMS Laboratory Method • patterns in data • number patterns • point graphs • area • problem solving • length • portfolio review • geometric patterns	I can identify and use variables. I can collect, organize, graph, and analyze data. I can use patterns in data to make predictions and solve problems.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Fluently add and subtract multi-digit whole numbers using the standard algorithm. **CC.4.NBT.4** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* **CC.4.NF.6** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...* **CC.4.MD.1** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such	• communicating problem-solving strategies • end-of-year test • division fact test • Student Rubrics: *Solving, Knowing,* and *Telling*	I can solve open-response problems and communicate solution strategies. I can demonstrate fluency with the division facts.	unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
as number line diagrams that feature a measurement scale. **CC.4.MD.2** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **CC.4.MD.3**			

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Curriculum Framework for Mathematics

School: Academia Antonia Alonso **Curricular Tool:** Trailblazers **Grade:** 5 **Teacher:** _____

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit One: Populations and Samples **Timeline : 10 days**			
This unit does not align to any standards detailed in the Common Core State Standards for Mathematics at Grade 5. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	**Key Concepts** • numerical and categorical variables • TIMS Laboratory Method • addition and subtraction fact review • averages: medians and modes • interpreting graphs • bar graphs • finding the probability of an event • populations and samples • *Adventure Book:* populations and samples • solving problems in more than one way • choosing appropriate methods to solve problems	I can collect, organize, graph, and analyze data. I can make and interpret bar graphs I can find the median of a data set. I can work well in small groups. I can solve problems in more than one way I can demonstrate fluency with the addition and subtraction facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Two: Big Numbers **Timeline: 17 days**			

[1] In the Expeditionary Learning School Model, teachers use Learning Targets that are written as "I can…" statements. This facilitates the students' ability to self-assess their learning.

Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **CC.5.NBT.1** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **CC.5.NBT.2** Fluently multiply multi-digit whole numbers using the standard algorithm. **CC.5.NBT.5** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **CC.5.MD.1**	**Key Concepts** • addition and subtraction review • place value • multiplication with ending zeros • big numbers • paper-and-pencil multiplication • estimation • measuring length in centimeters • exponents • convenient numbers for computations • scientific notation • Student Rubrics: *Telling* and *Solving* • using data to solve problems • communicating solution strategies • portfolios • multiplication and division facts: 5s • and 10s	I can compare and order large numbers. I can read and write large numbers. I can multiply using paper and pencil. I can multiply numbers with ending zeros mentally. I can estimate products. I can solve open-response problems and communicate solution strategies. I can demonstrate fluency with the multiplication and division facts for the 5s and 10s.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Three: Fractions and Ratios **Timeline: 15 days**			
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are*	**Key Concepts** • ratios • improper fractions • mixed numbers • TIMS Laboratory Method • Student Rubric: *Knowing* • comparing fractions • modeling fractions with	I can represent fractions using pattern blocks and number lines. I can find equivalent fractions. I can name fractions greater	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
twice the corresponding terms in the other sequence. Explain informally why this is so. **CC.5.OA.3** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **CC.5.NBT.1** Fluently multiply multi-digit whole numbers using the standard algorithm. **CC.5.NBT.5** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **CC.5.NF.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **CC.5.MD.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **CC.5.G.1** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **CC.5.G.2**	pattern blocks • ordering fractions • writing number sentences using fractions • equivalent fractions • measuring time with a stopwatch • measuring length in yards • point graphs • best-fit lines • using data to solve problems • speed • multiplication and division facts: 2s and 3s	than one as mixed numbers or improper fractions. I can compare and order fractions. I can collect, organize, graph, and analyze data. I can draw and interpret best-fit lines. I can use ratios to solve problems I can measure length in yards. I can demonstrate fluency with the multiplication and division facts for the 2s and 3s.	**<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Four: Division and Data **Timeline: 20 days**			
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **CC.5.OA.1** Fluently multiply multi-digit whole numbers using the standard algorithm. **CC.5.NBT.5** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **CC.5.MD.1** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **CC.5.G.2**	**Key Concepts** • area • modeling division with base-ten pieces • choosing appropriate graph • manipulated, responding, and fixed variables • interpreting remainders • estimation • 10% as a standard for estimation • averages: medians and means • *Adventure Book:* variables in math and • science • multiplication and division facts: • square numbers • TIMS Laboratory Method • paper-and-pencil division • ratios • estimating quotients • point graphs • best-fit lines • using ratios • midterm test • order of operations	I can measure area. I can find the median and mean of a data set. I can divide with 1-digit divisors using paper and pencil. I can estimate quotients. I can interpret remainders. I can divide numbers with ending zeros mentally I can draw and interpret best-fit lines. I can collect, organize, graph, and analyze data. I can demonstrate fluency with the multiplication and division facts for the square numbers.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Five: Investigating Fractions **Timeline: 17 days**			
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **CC.5.OA.1**	**Key Concepts** • representing fractions with models	I can represent fractions using pattern blocks and rectangles on dot paper.	**Informal:** Assessment Indicators for each unit

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.5.NBT.6** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **CC.5.NF.1** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < ½.* **CC.5.NF.2** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **CC.5.MD.1** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **CC.5.MD.3a** b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **CC.5.MD.3b** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate	• numerators and denominators • unit whole • fractional parts of wholes • equivalent fractions • common denominators • communicating solution strategies • multiplication and division facts: 9s • comparing fractions • adding fractions using models • subtracting fractions using models • estimating with fractions • TIMS Laboratory Method • measuring length • speed and velocity • point graphs • best-fit lines • using ratios • Student Rubric: *Telling*	I can find equivalent fractions. I can compare and order fractions. I can collect, organize, graph, and analyze data. I can draw and interpret best-fit lines. I can use ratios to solve problems. I can measure length in yards and feet. I can add and subtract fractions using manipulatives, pictures, or symbols. I can demonstrate fluency with the multiplication and division facts for the 9s.	Observational Assessment Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
plane, and interpret coordinate values of points in the context of the situation. **CC.5.G.2**			
Unit Six: Geometry **Timeline: 13 days**			
Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **CC.5.NBT.2** Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **CC.5.G.3** Classify two-dimensional figures in a hierarchy based on properties. **CC.5.G.4**	**Key Concepts** • estimating angle measures • multiplication and division facts: last • six facts • acute, obtuse, right, and straight angles • similarity • congruence • tessellations • naming polygons • sums of angles in polygons • properties of triangles and polygons • triangulation • measuring angles with a protractor • classifying shapes • drawing angles and shapes • Student Rubric: *Telling* • communicating solution strategies	I can measure angles. I can draw shapes and angles with given measures. I can identify and describe 2-dimensional shapes. I can classify 2-dimensional shapes. I can identify congruent and similar shapes. I can make and test conjectures about geometric properties. I can use geometric concepts and skills to solve problems. I can use numerical variables. I can demonstrate fluency with the last six multiplication and division facts (4 x 6, 4 x 7, 4 x 8, 6 x 7, 6 x 8, 7 x 8).	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Seven: Decimals and Probability **Timeline: 15 days**			
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to	**Key Concepts** • reading and writing	I can represent decimals using centiwheels and	**Informal:** Assessment Indicators for each

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
its right and 1/10 of what it represents in the place to its left. **CC.5.NBT.1** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **CC.5.NBT.2** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. **CC.5.NBT.3a** b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **CC.5.NBT.3b** Use place value understanding to round decimals to any place. **CC.5.NBT.4** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.5.NBT.7** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < ½.* **CC.5.NF.2** Convert among different-sized standard measurement units	decimals • multiplication and division facts • decimal place value • rounding decimals • adding decimals • comparing decimals • multiplying decimals • subtracting decimals • using fractions to write probabilities • estimating with decimals • using decimals to write probabilities • probabilities of flipping coins • *Adventure Book:* probability • law of large numbers • bar graphs • TIMS Laboratory Method • relationships between fractions, • decimals, and percents • predictions from graphs	decimal grids. I can use fractions, decimals, and percents to represent the same quantity. I can read and write decimals to thousandths. I can compare and order decimals. I can add and subtract decimals. I can multiply decimals. I can collect, organize, graph, and analyze data. I can make and interpret bar graphs. I can use fractions and percents to give the probability of an event.	unit Observational Assessment Record Individual Assessment Record Sheet **<u>Formal Assessment:</u>** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **CC.5.MD.1**			
Unit Eight: Applications - An Assessment Unit **Timeline: 10 days**			
Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **CC.5.G.3**	**Key Concepts** • experiment review • interpreting data tables and graphs • portfolio review • binning data • *Adventure Book:* child labor • communicating solution strategies • midyear test • representing quantities using • fractions, decimals, and percents • estimating products of decimals • point and bar graphs • TIMS Laboratory Method • percents • Student Rubric: *Telling* • Student Rubric: *Knowing* • multiplication and division facts	I can collect, organize, graph, and analyze data. I can make and interpret bar graphs and point graphs. I can translate between graphs and real-world events. I can use numerical variables. I can choose appropriate methods and tools to calculate (calculators, pencil and paper, or mental math). I can solve open-response problems and communicate solution strategies. I can use fractions, decimals, and percents to represent the same quantity. I can choose appropriately whether to find an estimate or an exact answer. I can demonstrate fluency with the multiplication and division facts.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Nine: Connections to Division **Timeline: 12 days**			
Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **CC.5.NBT.3a** b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **CC.5.NBT.3b** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.5.NBT.6** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.5.NBT.7** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **CC.5.NF.3**	**Key Concepts** • fractions and division • decimal equivalents for fractions • paper-and-pencil division • interpreting remainders • checking division with multiplication • estimating quotients • using multiplication and division to • solve problems • calculator strategies for dividing • repeating decimals • communicating solution strategies • measuring area • Student Rubric: *Knowing* • Student Rubric: *Solving* • Student Rubric: *Telling*	I can divide with 2-digit divisors using paper and pencil. I can estimate quotients. I can interpret remainders I can write quotients as mixed numbers. I can use a calculator to solve division problems. I can check division using multiplication. I can solve open-response problems and communicate solution strategies I can find decimal equivalents for fractions.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* **CC.5.NF.7a** b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* **CC.5.NF.7b** c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* **CC.5.NF.7c**			
Unit Ten: Maps and Coordinates **Timeline: 10 days**			
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **CC.5.OA.3**	**Key Concepts** • negative numbers • four quadrants • plotting points • tessellations • Cartesian coordinates • coordinate pairs • reading maps • Student Rubric: *Knowing*	I can represent negative numbers using a number line. I can solve problems using negative numbers. I can plot points using ordered pairs in the four quadrants.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **CC.5.NBT.3a** b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **CC.5.NBT.3b** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < ½.* **CC.5.NF.2** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **CC.5.G.1**	• slides and flips • using the scale on a map • *Adventure Book:* coordinates	I can locate objects or find locations on maps using coordinates. I can use a scale map to find distances.	unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Eleven: Number Patterns, Primes and Fractions **Timeline: 13 days**			
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on	**Key Concepts** • factors • multiples • Sieve of Eratosthenes	I can find all the factors of a number. I can identify prime,	**Informal:** Assessment Indicators for each unit Observational Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **CC.5.OA.3** Fluently multiply multi-digit whole numbers using the standard algorithm. **CC.5.NBT.5** Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **CC.5.NF.5a** b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **CC.5.NF.5b** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **CC.5.G.1**	• exponents • prime factorization • common denominators • comparing fractions • adding and subtracting fractions • number patterns • prime numbers • composite numbers • factor trees • square numbers • reducing fractions to lowest terms • point graphs • communicating mathematically • Student Rubric: *Telling*	composite, and square numbers. I can find the prime factorization of a number. I can reduce fractions to lowest terms. I can find common denominators. I can compare fractions. I can add and subtract fractions using common denominators. I can use variables in formulas. I can identify and describe number patterns.	Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Unit Twelve: Using Fractions **Timeline: 9 days**			
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **CC.5.OA.3** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **CC.5.NBT.7** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **CC.5.NF.1** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)* **CC.5.NF.4a** b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit	**Key Concepts** • using patterns to build number sense • multiplying fractions and whole numbers • multiplying fractions • estimating the product of fractions • using fractions in everyday situations • communicating mathematically • renaming mixed numbers • adding mixed numbers • Student Rubric: *Solving* • *Adventure Book:* fractions • midterm test	I can add and subtract fractions using pattern blocks and paper and pencil. I can reduce fractions to lowest terms. I can rename mixed numbers. I can estimate sums of mixed numbers. I can add mixed numbers using pattern blocks and paper and pencil. I can estimate products of fractions. I can multiply a fraction and a whole number. I can multiply fractions using pattern blocks, paper folding, and paper and pencil. I can solve problems in more than one way.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **CC.5.NF.4b** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **CC.5.NF.6** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **CC.5.G.1**			
Unit Thirteen: Ratio and Proportions **Timeline: 12 days**			
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **CC.5.OA.3** Fluently multiply multi-digit whole numbers using the standard algorithm. **CC.5.NBT.5** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	**Key Concepts** • ratios • variables in proportion • volume • TIMS Laboratory Method • using ratios and proportions to solve • problems • proportions • mass • density • point graphs • best-fit lines	I can use words, tables, graphs, fractions, and colon notation to express ratios. I can use ratios and proportions to solve problems. I can measure mass. I can measure volume by displacement. I can collect, organize, graph, and analyze data.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* **CC.5.NF.4a** b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **CC.5.NF.4b** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **CC.5.MD.3a** b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. **CC.5.MD.3b**		I can draw and interpret best-fit lines. I can solve problems in more than one way. I can choose appropriate methods and tools to calculate (calculators, pencil and paper, or mental math).	Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Fourteen: Using Circles **Timeline: 12 days**			
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **CC.5.OA.1** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence.*	**Key Concepts** • circumference • using ratios • diameter • constructing circles and figures • chords, arcs, and radii • generating formulas • circle graphs • measuring length • pi (π) • TIMS Laboratory Method • point graphs	I can identify the parts of a circle. I can express the relationship between the circumference and diameter of a circle using words and symbols. I can use variables in formulas. I can measure length in centimeters.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
Explain informally why this is so. **CC.5.OA.3** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **CC.5.NF.1** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)* **CC.5.NF.4a** b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **CC.5.NF.4b** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **CC.5.NF.6** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the	• best-fit lines • relationship between circumference • and diameter	I can collect, organize, graph, and analyze data. I can draw and interpret best-fit lines. I can use words, tables, graphs, and fractions to express ratios. I can use fractions, decimals, and percents to represent the same quantity. I can construct geometric figures using rulers, compasses, and protractors. I can make and interpret circle graphs.	Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **CC.5.G.1**			
Unit Fifteen: Developing Formulas with Geometry **Timeline: 7 days**			
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **CC.5.OA.1** Fluently multiply multi-digit whole numbers using the standard algorithm. **CC.5.NBT.5** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation. Do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)* **CC.5.NF.4a** b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **CC.5.NF.4b**	**Key Concepts** • right triangles • acute triangles • squares • perimeter • area of rectangles • perimeter of rectangles • obtuse triangles • rectangles • geometry formulas area of triangles	I can identify the legs and hypotenuse of a right triangle. I can identify the base and height (altitude) of a triangle. I can find the area of rectangles and triangles. I can find the perimeter of rectangles and other shapes. I can use variables in formulas for area and perimeter. I can measure length in centimeters. I can use geometric concepts and skills to solve problems. I can use the correct order of operations.	**Informal:** Assessment Indicators for each unit Observational Assessment Record Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment
Unit Sixteen: Bringing It All Together **Timeline: 10 days**			
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3"*	**Key Concepts** • experiment review • *Adventure Book:* estimating animal • populations	I can collect, organize, graph, and analyze data. I can draw and interpret best-fit lines.	**Informal:** Assessment Indicators for each unit Observational Assessment Record

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Standards Alignment	Unit Concepts	Student Learning Targets[1]	Assessments
and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. **CC.5.OA.3**	• populations and samples • TIMS Laboratory Method • point graphs • ratios and proportions • communicating solution strategies • best-fit lines • using data to solve problems • Student Rubric: *Solving* • end-of-year test • portfolio review	I can translate between graphs and real-world events. I can use words, tables, graphs, and fractions to express ratios. I can use ratios and proportions to solve problems. I can use numerical variables. I can identify and describe number patterns. I can solve open-response problems and communicate solution strategies. I can solve problems in more than one way.	Individual Assessment Record Sheet **Formal Assessment:** Assessment pages for each unit – problems from the unit Math journals Assessment Section in the Lesson Guide Assessment Lessons Assessment Labs Open-Response Problems Tests and Quizzes Assessment Units Portfolios Facts Assessment

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Curriculum Framework for Physical Education

School: Academia Antonia Alonso **Curricular Tool:** DDOE Model Units **Grade:** K-2

Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Unit One: Introduction to the New Year **Timeline : 1 week**			
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	There is a way to move safely in a general space to avoid injury. Some movement concepts are necessary for physical activity.	**Essential Questions:** What are the ways to behave in physical activity? What are the rules for movement? **Learning Targets:** Students will identify the safety rules in the gymnasium.	**Informal:** Teacher Observation Students echo the ways to behave in the gym.
Unit Two: Kicking and Trapping **Timeline: 4 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3: Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social	Physical activity is activity that promotes good health. Physical fitness is good for your body and heart. Fitness can be attained in many ways.	**Essential Questions:** What are the ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving? **Learning Targets:** Students will develop the skills of kicking and trapping.	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip Kicking & Trapping checklist for practice

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
interaction through physical activity.			
Unit Three: Fitnessgram **Timeline: 3 weeks**			
Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	There are daily things you can do to promote a healthy lifestyle.	**Essential Questions:** Why is physical fitness good for you? How can I have fun moving? **Learning Targets:** Students will identify ways in which to maintain a healthy level of fitness. Students will understand and communicate the benefits to physically active lifestyle.	**Informal:** Teacher observation **Formal Assessment:** Scores will be in entered to fitnessgram software to determine if students fall in the health fitness zone.
Unit Four: Working Together **Timeline: 3 weeks**			
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	There are ways to behave in physical activity settings. Physical fitness can be fun. Exercising with a friend can be motivating.	**Essential Questions:** How do I behave when engaged with others in a physical activity? What are the rules for movement? How can I have fun moving? **Learning Targets:** Students will develop the skills of teamwork and problem solving. Students will work and play together in small and large groups. Students will work together to resolve conflicts.	**Informal:** Teacher observation of team work activities. Teacher observation of responsible social behavior. Teacher observation of students helping classmates who are struggling **Formal Assessment:** Checklist for teamwork Cooperation checklist Student self-assessment of responsible social behavior

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Unit Five: Throwing and Catching (DDOE Model Unit) **Timeline: 3 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3: Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Physical activity involves using movement and motor skills. There are different rules for different movements. We need to move. Physical fitness is good for you. There are ways to behave in physical activity settings. Physical activity is fun.	**Essential Questions:** What are ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving? **Learning Targets:** Correctly execute overhand and underhand throws in activity settings Correctly catch objects in activity settings Demonstrate appropriate social behavior in throwing and catching games and activities	Throwing checklist for practice Throwing checklist for activities Catching checklist Cooperation checklist Teacher observation of throwing and catching techniques in activities Teacher observation of responsible social behavior of students in throwing and catching activities Teacher observation of students helping classmates who are struggling Student Self-Assessment and Reflection Student verbally echoes the cues for throwing Student self-assessment of responsible social behavior Design, play, and reflection on a 2-minute throwing and/or catching activity for student and a partner
Unit Six: Warming up to CATCH (DDOE Model Unit) **Timeline: 3 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of	We need to move. Physical fitness is good for you Physical activity involves using	**Essential Questions:** What are the ways to move? How can I have fun moving?	**Informal:** Teacher observation Oral discussions

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	movement and motor skills There are different rules for different movements We need to move There are ways to behave in physical activity settings Physical activity is fun	Why is physical fitness good for you? What is fitness? Why do we need to move? **Learning Targets:** Students will develop hand eye coordination. Students will recognize changes that occur in their body due to activity. Students will identify ways in which they can practice physical activity at home. Students will identify light, moderate, vigorous levels of intensity in physical activity. Students will identify activities that use muscular strength and/or flexibility.	**Formal Assessment:** Exit slip
Unit Seven: Basketball **Timeline: 3 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 5: Exhibits responsible personal and	Physical activity involves using movement and motor skills There are different rules for different movements We need to move Physical fitness is good for you There are ways to behave in physical activity settings Physical activity is fun	**Essential Questions:** What are the ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving?	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip Rolling & Dribbling checklist for practice

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity		**Learning Targets:** Students will develop the skills of rolling and dribbling with hand.	
Unit Eight: Hoops, Jump rope, Parachute **Timeline: 4 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Physical activity involves using movement and motor skills There are different rules for different movements We need to move Physical fitness is good for you There are ways to behave in physical activity settings Physical activity is fun	**Essential Questions:** What are the ways to move? How can I have fun moving? **Learning Targets:** Students will develop the skills necessary for hula jumping. Students will develop the skills necessary for jumping rope. Students will demonstrate the ability to manipulate a parachute.	**Informal:** Teacher observation Oral discussions **Formal Assessment**: Exit slip
Unit Nine: Striking with hands and paddle **Timeline: 3 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Physical activity involves using movement and motor skills There are different rules for different movements We need to move Physical fitness is good for you There are ways to behave in physical activity settings Physical activity is fun	**Essential Questions:** What are the ways to move? What are the rules for movement? How can I have fun moving? **Learning Targets:** Students will develop the skills of striking an object with hands or a paddle or racquet.	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip Paddle & Racquet checklist for practice

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Unit Ten: Hit/run **Timeline: 2 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Physical activity involves using movement and motor skills. There are different rules for different movements. We need to move. Physical fitness is good for you. There are ways to behave in physical activity settings. Physical activity is fun	**Essential Questions:** What are the ways to move? What are the rules for movement? How can I have fun moving? **Learning Targets:** Students will develop the skill necessary to strike an object with an implement.	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip
Unit Thirteen: Frisbee **Timeline: 2 week**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social	Physical activity involves using movement and motor skills. There are different rules for different movements. We need to move. Physical fitness is good for you. There are ways to behave in physical activity settings. Physical activity is fun	**Essential Questions:** What are the ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving? **Learning Targets:** Students will develop the skills	**Informal:** Teacher observation of throwing and catching techniques in activities Teacher observation of responsible social behavior of students in throwing and catching activities Teacher observation of students helping classmates who are struggling Student verbally echoes the cues for throwing **Formal Assessment:**

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
interaction through physical activity		necessary to catch an object.	Cooperation checklist Student self-assessment of responsible social behavior Design, play, and reflection on a 2-minute throwing and/or catching activity for student and a partner
Unit Fifteen: Traveling with Dr. Seuss (DDOE Model Unit) **Timeline: 5 lessons**			
Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	Physical activity involves using movement and motor skills. There are ways to behave in physical settings. Physical activtiy is fun.	**Essential Questions:** What are ways to move? What are the ways to behave in physical activity? How can I have fun moving? **Learning Targets:** Students will demonstrate a variety of locomotor movements. Students will use movement concepts with a variety of locomotor movements. Students will match rhyming words.	Teacher observation Oral discussions Exit Slip Obstacle course design sheet Student drawings Oral responses to teacher questioning

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Curriculum Framework for Physical Education

School: Academia Antonia Alonso **Curricular Tool:** DDOE Model Units **Grade:** 3-5

Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Unit One: Introduction to the new year **Timeline : 1 week**			
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	Students understand how to move safely in a general space to avoid injury. Students will learn movement concepts necessary for physical activity.	**Essential Questions:** What are the ways to behave in physical activity? What are the rules for movement?	**Informal:** Teacher Observation Students echo the ways to behave in the gym.
Unit Two: Kicking and Trapping – Sport Application: Indoor Soccer **Timeline: 4 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will develop the skills of kicking and trapping.	**Essential Questions:** What are the ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving?	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip Kicking & Trapping checklist for practice

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Unit Three: Cooperation (DDOE Model Unit) **Timeline: 6 weeks**			
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will develop the skills to work with a group effectively.	**Essential Questions:** What are the behavioral expectations in a physically active setting? Why participate in physical activity?	**Informal:** Transfer Task Teacher observation Oral discussions **Formal Assessment:** Homework Worksheets
Unit Four: Fitnessgram **Timeline: 3 weeks**			
Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will understand the benefits to physically active lifestyle. Students will understand how to maintain a healthy level of fitness.	**Essential Questions**: Why is physical fitness good for you? How can I have fun moving?	**Informal:** Teacher observation **Formal Assessment**: Scores will be in entered to fitnessgram software to determine if students fall in the health fitness zone.
Unit Five: Throwing, Catching, and Playing on a Team – Sport Application: Flag Football **Timeline: 4 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level	Students will develop the skills of throwing and catching.	**Essential Questions:** What are the ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good	**Informal:** Teacher observation of throwing and catching techniques in activities Teacher observation of responsible social behavior of students in throwing and catching activities Teacher observation of students helping

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
of physical fitness Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity		for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving?	classmates who are struggling Student verbally echoes the cues for throwing **Formal Assessment:** Throwing checklist for practice Throwing checklist for activities Catching checklist Cooperation checklist Student self-assessment of responsible social behavior Design, play, and reflection on a 2-minute throwing and/or catching activity for student and a partner
Unit Six: Striking with hands/paddle – Sport Application: Volleyball **Timeline: 5 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will develop the skills of striking an object with hands or a paddle or racquet	**Essential Questions:** What are the ways to move? What are the rules for movement? How can I have fun moving?	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip Paddle & Racquet checklist for practice
Unit Seven: CATCHing Physical Activity (DDOE Model Unit) **Timeline: 4 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	Students will participate in activity to develop or maintain the healthy level of fitness.	**Essential Questions:** What are the ways to move?	**Informal:** Transfer Task

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness		What are physical activities? Why is moving important? Why is physical fitness good for you? What is fitness? How can I have fun moving?	Teacher observation Oral discussions **Formal Assessment**: Homework Worksheets
Unit Eight: Juggling **Timeline: 1 week**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will develop hand eye coordination.	**Essential Questions:** What are the ways to move? How can I have fun moving?	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip
Unit Nine: Walking for a Lifetime Fitness (DOE Model Unit[3] – Adapted for 3-5 Grade Cluster) **Timeline: 4 weeks**			
Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will understand the health benefits of walking.	**Essential Questions:** Why do I participate in physical activity? How does fitness affect my body? Why is movement important?	**Informal:** Transfer Task Teacher observation Oral discussions **Formal Assessment:** Homework Worksheets

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Standards Alignment	Unit Concept/Big Ideas	Essential Questions	Assessments
Unit Ten: Dribbling and Passing – Sport Application: Basketball **Timeline: 5 weeks**			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will develop the skills of rolling and dribbling with hand.	**Essential Questions:** What are the ways to move? What are physical activities? What are the rules for movement? Why do I need to move? Why is physical fitness good for you? What is fitness? What are the ways to behave in physical activity? How can I have fun moving?	**Informal:** Teacher observation Oral discussions **Formal Assessment:** Exit slip Rolling & Dribbling checklist for practice

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Curriculum Framework for Health

School: Academia Antonia Alonso **Curricular Tool: Noted in the Map** **Grade: K** **Teacher: _____**

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: It's Great to be Me! (DOE Health Model Unit) **Timeline : 5 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve	Emotional Health Everyone has special characteristics Everyone has feelings. Everyone needs help and support sometimes. Identifying and responding appropriately to a wide range of emotions contributes to a healthy lifestyle.	**Essential Questions:** What makes people unique? Are feelings healthy? Who can help? **Learning Targets:** • Demonstrate their family relationships and accomplishments. • Make positive choices that will make them feel better. • Identify and respond appropriately to a wide range of emotions. • Articulate ways to ask for help with feelings.	**Informal:** Teacher observation Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments). **Formal Assessment:** Students will design and make a scrapbook entitled "It's Great to be ME!" With a partner, students will pretend they are a grandparent telling the story of a favorite grandchild using the scrapbook as their template. Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations). A family diagram will be completed with family assistance. Students will role-play responses to a scenario about anger due to

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Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
personal health.			being refused permission to sleepover at a friend's house.
Unit Two: Foods to Help Me Grow Healthy! (DOE Health Model Unit) **Timeline: 4 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **2.2** Identify how the school can support personal health practices. **2.3** Describe how the media can influence health behaviors. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **3.2** Describe ways to locate school and community health helpers.	Nutrition Health is influenced by many factors People, places, and thinks compete for our health choices Food packages help me make healthy choices	**Essential Questions:** Who is right and who is wrong? How do I choose? **Learning Targets:** • Identify foods in the five food groups. • Select foods for healthy eating.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.
Unit Three: Better Your Own Body (B.Y.O.B)! (Alcohol and Tobacco Kidfit.org) **Timeline: 4 hours**			
Standard 1 Students will understand essential health concepts in	Functional knowledge of health concepts impacts	**Essential Questions:** What is health? What prevents	**Informal:** Teacher observation

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Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
order to transfer knowledge into healthy actions for life 1.1 Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **2.2** Identify how the school can support personal health practices. **2.3** Describe how the media can influence health behaviors **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **3.2** Describe ways to locate school and community health helpers. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Identify a short-term personal health goal and take action toward achieving the goal.	health behavior Health is influenced by multiple factors Utilizing valid resources facilitates health Decision making is a process that impacts health Goal setting enhances health outcomes Practicing and adopting healthy behaviors leads to a healthy lifestyle	people from practicing healthy behaviors? **Learning Targets:** • Identify up to five adults whom students can turn to for help with making healthy choices and solving problems • Show the parts of the body that alcohol can harm • Identify the negative effects of smoking on the body	Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.

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Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
6.2 Identify who can help when assistance is needed to achieve a personal health goal. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **7.2** Share examples of health practices to avoid reduce health risks.			
Unit Four: The ABC's of Diseases and Conditions (combined lessons from kidfit.org: asthma, diabetes, allergies, obesity) **Timeline: 7 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health. **1.2** Recognize that there are multiple dimensions of health. **1.3** Describe ways to prevent communicable diseases. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **2.2** Identify how the school can support personal health practices. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings.	Functional knowledge of health concepts impacts health behavior. Health is influenced by multiple factors Effective communication protects and enhances health Goal setting enhances health outcomes	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** • Explain basic parts of the respiratory system • Identify symptoms and signs of asthma attacks • Identify sources and reasons for flare ups of asthma • Identify how Type 2 diabetes can be prevented • Explain the role of glucose in the body • Identify different types of food allergies. • Identify "go" "slow" and	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.

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Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Identify a short-term personal health goal and take action toward achieving the goal.		"whoa" foods in making healthy food choices	
Unit Five: I Help My Body, My Body Helps Me! (combined lessons from kidfit.org: hearing, sleep, five senses, vision) **Timeline: 5 hours**			
Standard 2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health	Utilizing valid resources facilitates health Health is influenced by multiple factors Effective communication protects and enhances health Decision making is a process that impacts health	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** • Sequence loud and soft sounds in the correct indicated order • Explain how to tell if you've had enough sleep. • Explain healthy activities or routines that can help prepare them for a good night's sleep. • Investigate and identify how the different senses	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration

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Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed.		provide us information. • Explain different ways the eyes naturally protect themselves. • Explain how your two eyes work together.	(posers and artwork), bulletin board design, and presentations.
Unit Six: All My Parts (combined Lessons from kidfit.org: bones, muscles and joints; mouth and teeth; skin) **Timeline: 4 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health.	Functional knowledge of health concepts impacts health behavior. Health is influenced by multiple factors Utilizing valid resources facilitates health Effective communication protects and enhances health	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** • Explore the bones in the skeletal system. • Identify muscles and joints in the body • Draw a detailed picture of the teeth, tongue and gums • Tell why sugary foods can be harmful • Identify the foods that can cause tooth decay • Identify and sequence the steps of effective hand washing	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.

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Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Seven: Yuck! Germs! (kidfit.org) **Timeline: 1 hour**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health. **1.3** Describe ways to prevent communicable diseases. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **7.2** Share examples of health practices to avoid and reduce health risks **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourages peers to make positive health choices.	Functional knowledge of health concepts impacts health behavior. Decision making is a process that impacts health Practicing and adopting healthy behaviors leads to a healthy lifestyle	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** • Define germs and tell how they can make people sick. • Illustrate and describe how skin protects the body.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.

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Curriculum Framework for Health

School: Academia Antonia Alonso **Curricular Tool: Noted in the Map** **Grade: 1** **Teacher: _____**

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Risk Watch: Safety Detectives (DOE Model Unit) **Timeline : 8 Hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **3.2** Describe ways to locate school and community health helpers. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 5** Students will demonstrate the ability to use decision-	It is important to grow up safe and healthy. Lesson One: Fire and Burn Protection Lesson Two: Choking, Suffocation, and Strangulation Lesson Three: Poisoning Prevention Lesson Four: Falls Prevention	**Essential Questions:** What is Health? What prevents people from practicing healthy behavior? Why choose safety? Why does safety matter? **Learning Targets:** • Stop, drop, and roll if clothes catch on fire • Practice an escape plan • Conduct a home safety assessment • Demonstrate proper rules on the playground for safe play • Identify possible poisons throughout their home with their parents and explain the definition of	**Informal:** Teacher Observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Transfer task As safety detectives, you discovered that your dad removed the battery from the smoke alarm because he needed it for your baby brother's new toy car. How would you convince your dad that this is a safety violation? OR, could you do a skit that would show your dad how important smoke alarms are? You can also do a skit that shows what to do when the smoke alarm goes off and how to safely exit the building you are in? As safety detectives, you see poisons in your home. What should you do if you find a poison? What is a poison? Have the students close their

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourages peers to make positive health choices.		a poison • Practice how to call 9-1-1 and give the proper information to the operator using the 9-1-1 simulator available from the Delaware State Fire School	eyes, picture themselves in a room in their home, and have them tell you some of the things they see that could be a poison. Have the students cut out pictures in magazines and turn in a page showing different things that could be a poison.
Unit Two: CATCH Me Having Fun! (DOE Model Unit) **Timeline: 6 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health.	It is important to grow up healthy. Good nutrition and active play contribute to heart health.	**Essential Questions:** Are all feelings healthy? Who can help? **Learning Targets:** • What is health? • What prevents people from practicing healthy behaviors? • How may I practice healthy eating and activity?	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
4.3 Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Identify a short-term personal health goal and take action toward achieving the goal. **6.2** Identify who can help when assistance is needed to achieve a personal health goal. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **7.2** Share examples of health practices to avoid or reduce health risks			writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.
Unit Three: Who Can You Trust? **Timeline: 11 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries.	Substances may be safe or dangerous, depending on use. Healthy behaviors need to be practiced to stay healthy. It's OK to say No to your	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:**	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
1.5 Describe why it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **2.2** Identify how the school can support personal health practices. **2.3** Describe how the media can influence health behaviors **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Identify a short-term personal health goal and take action toward achieving the goal. **6.2** Identify who can help when assistance is needed to achieve a personal health goal. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **7.2** Share examples of health practices to avoid or reduce health risks	friends. Combined lessons from: kidshealth.org • Drugs • Smoking • Healthteacher.com • Resolving conflict • Positive Self-Image NC Dept. of Public Instruction • Benefits of Medicine • Do Not Touch! • Refusal Skills: Green Eggs and Ham www.nchealthyschools.org/ lessonplans/	Drugs and Alcohol • Evaluate the benefits of medicine when used correctly • Identify trusted adults to whom they can turn for help with problems • Identify safety procedures for handling situations where medicines or drugs are involved • Role-play and discuss situations where they would need to make a decision about medicines or drugs • Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances • Demonstrate how to report and not touch needles/syringes or containers for alcohol, tobacco, or other drugs Smoking • Identify the negative	**Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations. Create a postcard to persuade someone you know to stop smoking.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 8 Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourages peers to make positive health choices.		effects of smoking on the body • Use this knowledge to create a postcard that could be used to persuade someone to stop smoking Positive Self-Image and Conflict Resolution • Identify conflicts • Demonstrate conflict resolution techniques • Explain the importance of appreciating yourself • Identify trusted adults as resources	

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Curriculum Framework for Health

School: Academia Antonia Alonso **Curricular Tool: Noted in the Map** **Grade: 2** **Teacher: _____**

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Risk Watch – Street Smarts (DOE Model Unit) **Timeline : 8 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **3.2** Describe ways to locate school and community health helpers. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 5**	It is important to grow up safe and healthy. Lesson One: Motor Vehicle Safety Lesson Six: Firearms Injury Prevention Lesson Seven: Bike and Pedestrian Safety Lesson Eight: Water Safety	**Essential Questions:** What is Health? What prevents people from practicing healthy behavior? Why choose safety? Why does safety matter? **Learning Targets:** • Share stories of safe and unsafe behavior around walking and riding a bike • Practice the correct use of protective safety gear (helmet, pads, personal flotation devices (PFDs), correct clothing and shoes, safety belts, child safety seats, etc.) • Demonstrate the danger zone around a bus • Demonstrate how to follow safety directions using the Safety Town scenario	Informal: Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) Self Assessments Pre-Post Tests Formal: Students will demonstrate many aspects of safety guided by community experts and high school student mentors using "Safety Town" available through the University of Delaware. Using the prompt "what area of safety is most difficult for me?, students will write, draw, or discuss how they can better practice safety.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourage peers to make positive health choices.			
Unit Two: Drug Safety **Timeline: 6 hours**			
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is	Some but not all adults are reliable sources of information and can be trusted. It's important to make smart choices and grow up healthy.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** Who Do You Trust? (also www.acde.org) • Identify trusted adults to whom they can turn for help with problems • Create a class book of all the trusted adults in their lives	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health		Looking at Medicine Labels (Healthteacher.com) • Explain the importance of following label directions when taking medicines • Identify people from whom they can accept medicine What Should You Do? • Identify safety procedures for handling situations where medicines or drugs are involved • Role-play and discuss situations where they would need to make a decision about medicines or drugs I'd Rather Be Drug Free! • Learn reasons why people use substances or gamble • Learn about healthy alternatives to alcohol, tobacco, and other drugs • Understand the benefits of making healthy choices • Identify healthy activities to become involved in	(advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.
Unit Three: Smoking Stinks! (kidshealth.org) **Timeline: 5 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life	My goal of staying healthy depends on my behavior and the choices I	**Essential Questions:** What is health?	**Informal:** Teacher observation

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
1.3 Recognize that healthy behaviors impact personal health **1.4** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Identify a short-term personal health goal and take action toward achieving the goal. **6.2** Identify who can help when assistance is needed to achieve a personal health goal. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourage peers to make positive health choices.	make.	What prevents people from practicing healthy behaviors? **<u>Learning Targets:</u>** Take a Breath! • Understand why we need to breathe • Demonstrate what happens inside our lungs when we inhale and exhale Mr. Sadlungs • Identify activities that exercise the respiratory system • Explain ways to keep the breathing system healthy Pollution In and Out of Your Lungs • Students will identify some of the harmful effects of smoking cigarettes • Students will improve decision-making ability • Students will clarify personal values and attitudes Persuasive Postcard • Identify the negative effects of smoking on the body	Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **<u>Formal Assessment:</u>** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		• Use this knowledge to create a postcard that could be used to persuade someone to stop smoking	
Unit Four: Changing and Growing Up (Healthteacher.com) **Timeline: 2 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health.	It is important to grow up healthy at all ages.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** Growth and Development • Identify types of changes • Describe how growth and development influence behavior Responsibility • Students will define responsibility • Students will identify things they do that demonstrate responsibility	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.
Unit Five: Me and You (Healthteacher.com) **Timeline: 5 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal	My family and community help me to grow up healthy.	**Essential Questions:** What is health? What prevents people from	**Informal:** Teacher observation Varied evidence that checks for

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **2.2** Identify how the school can support personal health practices. **2.3** Describe how the media can influence health behaviors. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourage peers to make positive health choices.	Everyone is different, and that's OK.	practicing healthy behaviors? **Learning Targets:** I Am Unique • Describe ways they are unique • Demonstrate ways to respect the uniqueness of other Feelings • Explain why feelings are important • Identify ways to express feelings Family Connections • Identify themselves as a member of a family • Identify a family member as a source for help Friends • Explain why it is important to have friends • Describe things that friends do for each other People I Admire • Identify admirable traits • Identify people they admire as positive role models	understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Six: Getting Sick, Staying Well (Kidshealth.org) **Timeline: 4 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **3.2** Describe ways to locate school and community health helpers. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify situations when a health-related decision is needed. **5.2** Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Identify a short-term personal health goal and take action toward achieving the goal. **6.2** Identify who can help when assistance is needed to achieve a personal health goal.	Understanding how my body works can help me make healthy choices. It is important to grow up healthy.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** Keeping Our Systems Healthy! Cardiovascular System • Feel their pulse, at rest and after exercise. • Count and compare heart rates • Understand how exercising is one way to keep their heart healthy • Understand how the heart circulates blood in the body and the role of arteries and veins Digestive System • Learn that fiber keeps the digestive system healthy • Discover which foods are good sources of fiber • Explore the path food takes through the digestive system • Learn about the parts of the digestive system	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Show healthy practices to maintain or improve personal health.		Germs • Demonstrate knowledge of germs and how germs can make people sick • Illustrate and describe how skin protects the body from germs • Demonstrate knowledge of germs and what they can do to the body • Observe what happens to their hands when they play • Demonstrate proper hand washing techniques and explain the importance of washing hands Sleep • Explain how to tell if they're getting enough sleep • Explain healthy activities or routines that can help them prepare for a good night's sleep	

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Curriculum Framework for Health

School: Academia Antonia Alonso **Curricular Tool: Noted in the Map** **Grade: 3** **Teacher: _____**

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Risk Watch: Household Hazards Reporter (DOE Model Unit) **Timeline : 8 Hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Demonstrate effective verbal and non-verbal communication skills to enhance health. **4.2** Demonstrate refusal skills to avoid or reduce health risks.	It is important to grow up safe and healthy. Lesson Two: Fire and Burn Protection Lesson Three: Choking, Suffocation, and Strangulation Lesson Four: Poisoning Prevention Lesson Five: Falls Prevention	**Essential Questions:** What is Health? What prevents people from practicing healthy behavior? Why choose safety? Why does safety matter? **Learning Targets:** • Draw and practice a home escape plan. • Explain and assist their parents in testing the smoke alarm and show where the alarms need to be placed inside their home. • Correctly identify household items that could be a potential poison and how to properly secure them from younger siblings and relatives.	**Informal:** Teacher Observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Students will • draw a home escape plan with their parents • practice writing their Emergency Contact information • identify potential choking, suffocation, and strangulation risks and explain why they are considered a risk • write 5 safety tips on one of the risk areas As a county home inspector, you will take all of the risk areas in this unit and choose one room in your home to investigate for safety violations. Identify potential hazards in the

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
4.3 Recognize the benefits of non-violent strategies to manage or resolve conflict. **4.4** Demonstrate how to ask for assistance to enhance personal health. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Express opinions and give accurate information about health issues. **8.2** Encourage others in making positive health choices.		• Demonstrate stop, drop, roll, cool, and call as the correct procedure to extinguish a clothing fire. • Practice how to call 9-1-1 and give the proper information to the operator using the 9-1-1 simulator available from the Delaware State Fire School.	home, unsafe items, fire hazards, and items that should be locked up or out of reach of children. Present a PowerPoint presentation to the class explaining what hazards were found and how each hazard should be eliminated to make the room safe.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Two: CATCH a Healthy Heart (DOE Model Unit) **Timeline: 5 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Set a personal health goal and track progress toward its achievement. **6.2** Identify resources to assist in achieving a personal health goal.	It is important to grow up healthy.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? Why is it important to eat well and exercise regularly? **Learning Targets:** • Choose heart healthy foods from a clues poster. • Compare labels for salt and fat content. • Distinguish between Everyday foods and Sometimes foods. • Set a goal for physical activity.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task). **Formal Assessment:** Students will choose their favorite vending machine snack food. Using the food label on the back, they will analyze for fat, salt, and sugar and compare to the recommended daily amount indicated on the label. Using that information as an after-school caregiver, they will write a letter to their supervisor asking him/her to include/exclude that item from the after-school snacks offered to the children in the aftercare program. At the end of lesson five, students will write a paragraph describing how they feel about what they have learned about everyday foods and many snack foods. They will describe how they plan to choose foods when they are permitted to choose for

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.			themselves.
Unit Three: Free to be You and Me (healthteacher.com) **Timeline: 7 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **2.4** Explain how media influences thoughts, feelings, and health behaviors.	Everyone has some quality that makes him/her special and different from everyone else; being different is OK. The world I live in teaches me to be healthy or not. I need to develop my communication skills, including non-violent strategies and refusal skills to help me stay healthy.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? How do I show respect for people who are different from me. **Learning Targets:** I'm Unique • Students will describe ways they are unique. • Students will demonstrate ways to respect the uniqueness of others. Family Connections • Students will identify themselves as a member of a family. • Students will identify a	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.5 Describe ways technology can influence personal health. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Demonstrate effective verbal and non-verbal communication skills to enhance health. **4.2** Demonstrate refusal skills to avoid or reduce health risks. **4.3** Recognize the benefits of non-violent strategies to manage or resolve conflict. **4.4** Demonstrate how to ask for assistance to enhance personal health. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		family member as a source for help. People We Admire • Students will identify admirable traits. • Students will identify people they admire as positive role models. Feelings • Students will explain why feelings are important. • Students will identify ways to express feelings. Friends • Students will explain why it is important to have friends. • Students will describe things that friends do for each other. How to Listen • Students will identify components of being a good listener. • Students will demonstrate good listening skills. Conflict Resolution • Students will explain the	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		importance of learning to resolve conflicts peacefully. • Students will demonstrate ways to resolve conflicts without hurting others.	
Unit Four: Some Drugs Help – Some Drugs Hurt (healthteacher.com) **Timeline: 8 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision.	My knowledge and attitudes about health help me act in healthy ways. The world I live in teaches me to be healthy or not. Using a decision making process will enhance my health outcomes.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? How do my knowledge and attitudes about health help me make smart choices? **Learning Targets:** You Can't Tell by Looking • Students will explain why you cannot tell what a drug is by looking at it. • Students will explain why medicines have safety caps. Drugs and Goals Don't Mix • Students will identify elements of decision making. • Students will define the concept of risk.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
5.2 Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Set a personal health goal and track progress toward its achievement. **6.2** Identify resources to assist in achieving a personal health goal. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		Over the Counter and Prescription Medicines • Students will explain why all medicines must be used correctly. • Students will identify reliable sources of drug information. Looking at Medicine Labels • Students will explain the importance of following label directions when taking medicines. • Students will identify people from whom they can accept medicine. My Incredible Machine • Students will identify substances that are good for their bodies. • Students will identify things to do to stay healthy. Hazardous to My Health • Students will describe how using alcohol. and other drugs affect the body and mind. • Students will illustrate decision-making steps to use in problem solving.	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Be Smart, Don't Start! (healthteacher.com) **Timeline: 3 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how the family influences personal health practices. **2.2** Identify how the school can support personal health practices. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Recognize trusted adults and professionals who can help promote health. **3.2** Describe ways to locate school and community health helpers. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	My knowledge and attitudes about health help me act in healthy ways. The world I live in teaches me to be healthy or not.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? How can I help my friends make healthy choices? **Learning Targets:** Be Smart, Don't Start • Students will describe effects of cigarette smoking on breathing. • Students will identify credible sources of health information. Real Friends Protect Us • Students will identify characteristics of friends. • Students will support their friends in not using tobacco.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
4.1 Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Make requests to promote personal health. **8.2** Encourages peers to make positive health choices.			
Unit Six: Look at Me – I'm Healthy! (healththeacher.com) **Timeline: 6 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Recognize that healthy behaviors impact personal health **1.2** Recognize that there are multiple dimensions of health. **1.4** Illustrate ways to prevent common childhood injuries. **1.5** Describe why it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **2.4** Explain how media influences thoughts, feelings, and health behaviors. **2.5** Describe ways technology can influence personal health **Standard 3** Students will demonstrate the ability to access information,	What I know about my body can help me be healthy. Sometimes the dangers to my body are invisible or hard to see; that doesn't mean the dangers aren't real.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** Yikes, Lice! • Students will explain that lice are insects that can spread easily. • Students will demonstrate methods to avoid spreading lice. Safe in the Sun • Students will describe how sun exposure can damage the skin. • Students will identify ways to protect their skin from sun exposure.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		Care of Eyes and Ears • Students will explain why it is important to take care of the eyes and ears. • Students will identify ways to take care of the eyes and ears. Well-care Visits • Students will identify people who can provide well-care exams. • Students will identify what happens during well-care exams.	

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Curriculum Framework for Health

School: Academia Antonia Alonso **Curricular Tool:** Noted in the Map **Grade:** 4 **Teacher:** _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Risk Watch – Reporting Street Safety (DOE Model Unit) **Timeline: 8 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Demonstrate effective verbal and non-verbal communication skills to enhance health. **4.2** Demonstrate refusal skills to avoid or reduce health risks.	It is important to grow up safe and healthy. Lesson One: Motor Vehicle Safety Lesson Six: Firearms Injury Prevention Lesson Seven: Bike and Pedestrian Safety Lesson Eight: Water Safety	**Essential Questions:** What is Health? What prevents people from practicing healthy behavior? Why choose safety? Why does safety matter? **Learning Targets:** • Demonstrate the danger zone around the bus. • Practice the correct use of protective safety gear (helmet, pads, personal flotation devices (PFDs), correct clothing and shoes, safety belts, and booster seats, etc.). • Assess various unsafe scenarios and explain how to make it safe.	**Informal:** Teacher observation Workbook activity pages Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Students will • create a water safety awareness flyer or brochure • demonstrate the different skills of riding a bicycle and correctly putting on a bicycle helmet • write a story about riding their bicycle and include safety rules • complete the attached log sheet for time spent walking or riding a bicycle • present a skit to the class as a bus driver with a group of students going on a field trip You are a news reporter for the

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
4.3 Recognize the benefits of non-violent strategies to manage or resolve conflict. **4.4** Demonstrate how to ask for assistance to enhance personal health. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Express opinions and give accurate information about health issues. **8.2** Encourage others in making positive health choices.			local radio station. You will apply your knowledge of the motor vehicle laws in Delaware to present a news report for your classmates using a current events article or a story. As a reporter, you will show a risky situation and then describe the unsafe practice using Delaware laws to explain how to make it safe.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Two: CATCH Onto Healthy Lifestyles (DOE Model Unit) **Timeline: 8 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health	Physical activity and healthy eating contribute to a healthy lifestyle.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** • Choose among healthy, less healthy and non-nutritious foods. • Demonstrate social skills of party planning. • Plan a party menu using a variety of foods. • Seek active play in social situations.	**Informal:** Teacher observation Handout 2: Up Close and Personal Handout 5: Check It Out Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Pretend you and your friend are planning a party. You two will need to plan where to have the party, your activities, and your snacks. Using the go-slow-whoa plan, make a list of all the food and beverage items you will have, the location of the party, and your time frame and activities. Once you have the plans in order, make a poster or presentation to invite all your classmates that showcases your HEALTHY party plans. Students will write a self-assessment paragraph on the last day of the unit presentation entitled: What did I learn about party planning? This will be ungraded and personal. The teacher may add comments, if desired. This is intended,

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
risks.			however, for student self-monitoring.
Unit Three: Kids, Alcohol, Drugs and Danger **Timeline: 10 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation.	What I know and understand about health can help me make healthy choices. I can choose to be healthy by not using alcohol and drugs.	**Essential Questions:** What is health? **Learning Targets:** Inhalants (www.healthteacher.com) • Students will identify the effects of inhalants upon body systems. • Students will describe how decisions about inhalant use could affect their favorite activities or cause serious health problems, or death. Surveying Over-The-Counter-Medicines (www.healthteacher.com) • Students will explain the importance of reading and following label directions for OTC medicines. • Students will explain that OTC medicines are serious medicines with side effects. Alcohol (www.kidshealth.org) • Research how alcohol moves through the body and how various organs	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		are affected. • Complete a flowchart that shows how alcohol moves through the body. • Determine who influences them and who they influence. • Participate in small group discussion. • Practice how to respond to peer pressure. Drugs Don't Solve Problems (www.healthteacher.com) • The student will be able to identify reasons young people use/abuse alcohol and other drugs.	
Unit Four: Smoking – Not Worth the Cost (www.kidshealth.org) **Timeline: 2 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems.	I can choose to be healthy – or not.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** • Identify health risks of smoking. • Use math skills to	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
1.5 Describe when it is important to seek health care. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		calculate the cost of smoking. • Identify alternate ways to use money spent on smoking.	Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Changes in the Family, Changes in Myself **Timeline: 8 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **2.4** Explain how media influences thoughts, feelings, and health behaviors. **2.5** Describe ways technology can influence personal health. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community	People change, and change is normal part of life – as an individual, as a family, and as a circle of friends. What I know and understand about how I will change as I grow older can help me make smart health choices.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? How can I cope and adapt to change in myself, my family, or my friends? **Learning Targets:** All in the Family • Students will demonstrate diversity within families. • Students will identify family responsibilities. • Students will describe influences on responsibility. Caring for Self and Others • Students explore similarities and differences in small group work and by drawing Venn diagrams of their families. • Students work in groups to create a creature that is a compilation of each member's best trait. Changing Families • Students will identify changes that occur as a	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
that provide valid health information. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Demonstrate effective verbal and non-verbal communication skills to enhance health. **4.2** Demonstrate refusal skills to avoid or reduce health risks. **4.3** Recognize the benefits of non-violent strategies to manage or resolve conflict. **4.4** Demonstrate how to ask for assistance to enhance personal health. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		result of growth and aging. • Students will describe influences that create change in families. • Students will identify resources for individuals and families. The Passage into Puberty • Students will explain the physical, emotional, and social changes of adolescence. • Students will identify sources of information about adolescence. Respecting Myself and Others • Students will identify actions that show respect. • Students will analyze reasons people show respect. Learning about HIV/AIDS • Students will discuss the cause and transmission of HIV infection. • Students will identify valid sources for information about HIV infection.	

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Curriculum Framework for Health

School: Academia Antonia Alonso **Curricular Tool: Noted in the Map** **Grade: 5** **Teacher: _____**

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Risk Watch: Safe Body **Timeline : 8 Hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Demonstrate effective verbal and non-verbal communication skills to enhance health. **4.2** Demonstrate refusal skills to avoid or reduce health risks.	It is important to grow up safe and healthy.	**Essential Questions:** What is Health? What prevents people from practicing healthy behavior? Why choose safety? Why does safety matter? **Learning Targets:** Fire and Burn Prevention • Name four elements of a home escape plan. • Identify three outdoor fire safety hazards and ways to prevent them. • State a minimum of three cooking safety rules. Choking, Suffocation, and Strangulation • Identify three choking, suffocation, or strangulation hazards. • Demonstrate the Heimlich maneuver/abdominal thrust. Poisoning Prevention • Name two poisons found in the	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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4.3 Recognize the benefits of non-violent strategies to manage or resolve conflict. **4.4** Demonstrate how to ask for assistance to enhance personal health. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Express opinions and give accurate information about health issues. **8.2** Encourage others in making positive health choices.		home. • Identify the Poison Control Center as the agency to call in case of poisoning. • State at least one reason for taking medication only from a grown-up you trust. Falls Prevention • Identify four fall hazards and ways to prevent falls.	

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Unit Two: CATCHing and Keeping Good Health = No Tobacco Use! (DOE Model Unit) **Timeline: 5 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **2.4** Explain how media influences thoughts, feelings, and health behaviors. **2.5** Describe ways technology can influence personal health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Model healthy ways to express needs, wants and feelings. **4.2** Utilize listening skills to enhance health. **4.3** Role play ways to respond when in an unwanted, threatening or dangerous situation.	There is a relationship between understanding health concepts and personal health. Communication skills are necessary to enhance personal health. Sometimes family members and friends need an advocate.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? How can I be healthy? Why be tobacco free? **Learning Targets:** • Practice ways to say no to tobacco use. • Identify ways tobacco companies promote their product to non-users. • Decide not to be a user. • Persuade others not to use tobacco.	**Informal:** Teacher observation Handout 7: Me? I choose tobacco-free! (pages 77–78) Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** A report has been published about the high cost of tobacco use to society in dollars, productivity, and quality of life. Your class has reviewed this report and discussed how they could affect tobacco use by their peers. The class has decided to begin a marketing program for tobacco use prevention at the school. Students will work in pairs to write and perform a rap, poem, story, or song about tobacco use prevention. The product will advocate abstinence from tobacco products and indicate health risks associated with tobacco use. Students will think of responses to offers of tobacco products. They will list ways to refuse without losing friends or getting angry. Teachers will collect and redistribute papers to pairs of

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Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Express opinions and give accurate information about health issues. **8.2** Encourage others in making positive health choices.			students who will discuss the responses. Then each student will write a paragraph that describes how one new-to-them refusal idea could be used in a scenario from their life.
Unit Three: Choose to CATCH Health (DOE Model Unit) **Timeline: 4 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health.	Decision making impacts health. Goal setting enhances health. A healthy lifestyle improves the quality	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? Why does it matter what I eat and do?	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) "Go" breakfast assignment in

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1.3 Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health. **6.1** Set a personal health goal and track progress toward its achievement. **6.2** Identify resources to assist in achieving a personal health goal. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	of life.	**Learning Targets:** • Go for health eating options (Choose-Change-Plan Ahead-Decide on a Little). • Set goals for "Go" breakfasts.	Lesson Three will demonstrate student grasp of "Go" foods and goal setting for health. In Lesson Four, after presentation of role-plays, students will help the teacher break down the barriers to good health by removing obstacles in their way and offering specific suggestions for options. **Formal Assessment:** Students will role-play one of two options about healthy decision making: "It's a rainy Saturday again so you decide to get together for the afternoon" (page 144). OR "You are visiting at Grandma and Grandpa's house all weekend" (page 145). Students will plan and present the role-play in groups of five with a team leader. Following presentations of the transfer task role-plays, students will choose another role play scenarios to plan for another situation. Students will write a three-paragraph essay describing how they would handle the scenario using the Go for Health options. Students will be expected to use

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7.1 Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.			good grammar and spelling, include a description of the Go for Health options and offer sound suggestions for healthy choices.
Unit Four: Resisting Pressure to Do Drugs! (heatlhteacher.com) **Timeline: 10 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **4.1** Demonstrate effective verbal and non-verbal communication skills to enhance health.	What I know and understand about doing drugs can help me make healthy decisions. The world I live in teaches me to be healthy or not. Communication skills, including non-violent strategies and refusal skills, are needed to enhance personal health.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? **Learning Targets:** Drugs in the News • Students will identify consequences of unhealthful decisions about drug use. • Students will describe how healthful decisions about drug use prevent problems. Refuse to Use • Students will describe incidents of negative peer pressure. • Students will demonstrate refusal strategies. Choosing Friends • Students will describe influences on alcohol and other drug use. • Students will explain reasons to avoid alcohol and other drug use.	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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4.2 Demonstrate refusal skills to avoid or reduce health risks. **4.3** Recognize the benefits of non-violent strategies to manage or resolve conflict. **4.4** Demonstrate how to ask for assistance to enhance personal health. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Express opinions and give accurate information about health issues. **8.2** Encourage others in making positive health choices.			
Unit Five: Healthy Community (healthteacher.com) **Timeline: 6 hours**			
Standard 1 Students will understand	The actions of the people who live in	**Essential Questions:** What is health?	**Informal:** Teacher observation

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essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **Standard 3** Students will demonstrate the ability to access information, products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 8** Students will demonstrate the ability to advocate for personal, family and community health. **8.1** Express opinions and give accurate information about health issues. **8.2** Encourage others in making positive health choices.	our community affect my health and the health of others. The decisions that I make everyday impact the health of others in my community; we are connected through our community.	What prevents people from practicing healthy behaviors? What can I do to be advocate to keep my community healthy? **Learning Targets:** No Noise • Students will explain health issues related to noise pollution. • Students will identify ways communities and individuals can prevent noise pollution. • Students will advocate the prevention of noise pollution in their communities. Clean Water • Students will explain the importance of clean water. • Students will identify community and individual actions to keep water clean and safe. • Students will advocate for clean and safe water. Reduce, Reuse, Recycle • Students will identify the importance of reducing use, reusing items, and recycling. • Students will advocate "Reduce, Reuse, and Recycle." Reducing Pollution and Conserving Resources • Students will identify the	Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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		importance of conserving resources and reducing pollution to personal and community health. • Students will identify and demonstrate ways to conserve resources and reduce pollution. • Students will advocate the reduction of pollution and conservation of resources.	
Unit Six: Keeping Me Healthy (heathteacher.com) **Timeline: 6 hours**			
Standard 1 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life **1.1** Describe the relationship between healthy behaviors and personal health. **1.2** Identify indicators of intellectual, emotional, social, and physical health. **1.3** Describe ways in which a safe and healthy school and community environment can promote personal health. **1.4** Describe ways to prevent common childhood injuries and health problems. **1.5** Describe when it is important to seek health care. **Standard 2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **2.1** Describe how a person's family and culture influence personal health practices. **2.2** Express how peers can influence healthy and unhealthy behaviors. **2.3** Describe how the school and community support personal health practices. **Standard 3** Students will demonstrate the ability to access information,	What I know about my body can help me be healthy. Even things that are invisible or too small to see can hurt me. To stay healthy I have to protect myself and take steps to stay healthy.	**Essential Questions:** What is health? What prevents people from practicing healthy behaviors? How can I protect myself from dangers that are too small to see? **Learning Targets:** Sun Safe • Students will identify safe sun practices that will protect their bodies and contribute to future health. • Students will identify the social influences that encourage or discourage a person to protect against the harmful effects of the sun. Dental Hygiene • Students will identify responsible health behaviors. Preventing Infectious Illnesses	**Informal:** Teacher observation Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations) **Formal Assessment:** Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.

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products and services to enhance health. **3.1** Compare and contrast characteristics of valid health information, products and services. **3.2** Locate resources from home, school and community that provide valid health information. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **5.1** Identify health-related situations that might require a thoughtful decision. **5.2** Analyze when assistance is needed when making a health-related decision. **5.3** List healthy options to health-related issues or problems. **5.4** Predict outcomes of each option when making health-related decision. **5.5** Choose a health option when making decisions. **5.6** Describe the outcome(s) of a health-related decision. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **7.1** Identify responsible personal health behaviors. **7.2** Consider a variety of healthy practices to maintain or improve personal health. **7.3** Explore a variety of practices to avoid or reduce health risks.		• Students will explain how germs are spread. • Students will identify personal health behaviors that help prevent the spread of disease. Managing Diabetes, Asthma, and Allergies • Students will identify symptoms of asthma, allergies, and diabetes. • Students will identify ways to care for asthma, allergies, and diabetes. Using Medications Appropriately • Students will identify guidelines for use of medicines and vitamins. • Students will identify characteristics of valid information, products and services.	

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Curriculum Framework for Visual Arts

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: KN** **Teacher: _____**

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Discovering the Many Directions of Line **Timeline: 5 classes**			
1.3 I Use media and tools in a safe and responsible manner **1.4 I** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.1 I** Identify the elements of art **2.2 I** Select and use the elements of art in works of art **5.3 I** Describe personal responses to selected works of art	Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists create works of	Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the viewer? To what extent does good design integrate form with function?	Teacher observation and conversation Rubrics Self and peer assessment Art Projects: #1: Crayon Line drawings: • Students will draw with crayons and markers diagonal, horizontal and vertical lines on a worksheet with provided examples of each type of line. • Students will use construction paper, crayons and markers to create their own line designs. #2: Structure of Line • Use a variety of line forms to create a structure. When presenting students will explain their structure and identify at least three line forms in their piece. (i.e. This is a picture of my house. I used many vertical and horizontal lines, I also used two vertical lines for the roof and I used curved lines to draw the trees.) • Students will analyze existing pieces

Standards Alignment	Big Ideas	Essential Questions	Assessments
	art employing both conscious and intuitive thought.		of fine art to identify various line forms.
Unit Two: The People and Places of Academia Antonia Alonso School (Fall Expedition) **Timeline: 10 classes**			
1.1I Select and use different media, techniques and processes that are used to create works of art **1.2 I** Use selected two-dimensional And three-dimensional media to communicate ideas **1.3 I** Use media and tools in a safe and responsible manner **1.6 I** Identify different media, techniques and processes that are used to create works of art **1.7I** Describe how media and techniques are used to create two dimensional and three dimensional works of art **5.1 I** Discuss how individual experiences influence personal works of art **5.2I** Identify ways the visual arts are used as communication **5.5 I** Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art **6.4I** Describe how learning in the visual arts helps develop essential skills for life and the workplace	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists consider multiple approaches to visual problems. Reflection, assessment and refinement are key steps in the process of creating art. Learning can be deepened by connecting visual art to other disciplines.	To what extent is art a process or a product? What constitutes art? According to whom? Why do artists select one medium over another? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	Teacher observation and conversation Rubrics Self and peer assessment Art Projects: Creating Three Dimensional Classroom Models • Students will sketch their classrooms, paying special mind to the relationship of objects. From a collaborative look at student sketches, students will construct three dimensional maps of the classroom. They will employ various mediums including recycled materials to represent aspects of and places in the classroom. Maps will include a title, key and compass rose. • Students work in pairs to match up classroom furniture shown in birds-eye view and eye-level perspective. They will be given the birds-eye view shapes and will need to walk around the room to discover which items would match their shapes if seen from above. When finished with this activity, students will use the same birds-eye view shapes to map out the design of their classroom or to design the layout of their dream classroom.

Standards Alignment	Big Ideas	Essential Questions	Assessments
			• Students will use their page from the alphabet book as a basis for a pop-out creation. The simple step pop-out will be made from two 9" x 12" pieces of construction paper and scraps. (If they have A is for Al our bus driver they could draw a bus, roads, trees, etc on the background and then draw Al, cut him out and glue him to the pop-out step.) • Each student or pair is given a piece of copy paper with the name/number of one of the rooms and that teacher's name on it. They then need to figure out where that room would be placed on a large floor map. An investigative walk through the building to find all the rooms and discover where each one is in relation to the others is essential. They could integrate math by counting how many tiles are between their room and the other rooms. They could then do many things with those numbers: graph, total, place in ascending and descending order, etc.
Unit Three: The Shape of Art **Timeline: 10 classes**			
1.3 I Use media and tools in a safe and responsible manner **1.4 I** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.1 I** Identify the elements of art **2.2 I** Select and use the elements of art in works of art **4.1 I** Identify historical and cultural characteristics of works of art	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects.	To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art	Teacher observation and conversation Rubrics Self and peer assessment Art Projects: #1: Demonstration: • Identify geometric shapes after instruction through visual cards, and written teacher

Standards Alignment	Big Ideas	Essential Questions	Assessments
5.6 I Apply visual vocabulary when reflecting upon and assessing works of art	Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Reflection, assessment and refinement are key steps in the process of creating art.	used as a vehicle for communication? To what extent does good design integrate form with function? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?	made assessment. • Find the shapes of items throughout the classroom (windows, doors, posters etc) and identify both the shape and function of the item on a worksheet. #2: Geometric Pets Students will use basic geometric shapes to draw a dog and a cat. Students will select their finishing medium from crayons, markers and tempera paint. #3: Shape in Art • Analyze existing pieces of art to find recognizable shape. Use visual art vocabulary to discuss the merit of each piece and explain why they do, or do not "like a piece. • Using cut-out shapes and paste create shape based self portraits. Use Visual Art visual art vocabulary to describe the selection of each shape.
Unit Four: The Making of Color **Timeline: 10 classes**			
1.3 I Use media and tools in a safe and responsible manner **1.4 I** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6I** Identify different media, techniques and processes that are used to create works of art **2.1 I** Identify the elements of art **3.1I** Identify subject matter, symbols and ideas in works of art	Color, and the absence of color, are in the world all around us Color is everywhere Color can be created Primary and secondary colors	How and why do we use color? How and why is art used as a vehicle for communication? Why do artists select one media over another? To what extent can media be manipulated	Teacher observation and conversation Rubrics Self and peer assessment Art Projects: #1: Identification • Identify primary and secondary a color wheel • Students will create their own color wheels using colored tissue paper and cardboard.

Standards Alignment	Big Ideas	Essential Questions	Assessments
3.4 I Select and use subject matter, symbols and ideas to communicate meaning in works of art **5.3I** Describe personal responses to selected works of art **5.4I** Analyze works of art to speculate why they were created **5.5I** Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art **5.6 I** Apply visual vocabulary when reflecting upon and assessing works of art		using a variety of techniques and processes? What is art?	The paper will overlap to create secondary colors. #2: Create colors: • Use markers on baby wipes mix colors. Students will be asked to use Visual Arts vocabulary to explain how colors mix, blend, and bleed. • Use the colored baby wipes to create a seasonally appropriate art project. (Fall create turkeys using the baby wipes as tail feathers and toilet paper rolls as the body; use paper towel rolls and the baby wipes to create fall trees; In the Spring create bouquets of flowers.) • Have students present their artwork and explain the meaning behind each color choice. **Primary and secondary colors** **Materials:** 12" x 18" heavy white paper, magenta, turquoise, and yellow tempera paint, brushes, a mixing tray water and paper to cover tables. • Read **The Dot** by Peter H. Reynolds. Children talk about the story and their feelings about it. Have they ever felt the same way? • Explain primary colors and ask how the artist made green, violet and orange. **Don't mix all 3 together or you will get mud. Teacher Demo.** • Have all students stand up and push their chairs in to paint. • Make at least 3 different orange colors in between the yellow and magenta and paint 3 orange dots/circles. Make 3 different greens in between the yellow and turquoise and

Standards Alignment	Big Ideas	Essential Questions	Assessments
			paint 3 more dots. Make different violets in between the turquoise and magenta and paint 3 dots. • Add any other dots you think your pictures needs then connect some of them with wavy lines of any color you want to make. **Project #2** **Materials:** 12" x 18" black or dark blue paper, yellow, turquoise and white tempera paint, a mixing tray and paper to cover tables. **NO WATER** • Read a book about aliens such as Mr. Granite is from Another Planet by Dan Guzman or Aliens Love Underpants by Claire Freedman • What might aliens look like? 3 heads, 1 head, wheels and no feet, big hairy feet, 6 legs and 4 arms, a fat belly, giant sunglasses, long red fingers, tiny wings, etc. There is no wrong way to make it because it comes from your imagination. • Space is black and tints show up better on black because of the contrast. • Everyone begins by painting all the body parts together even though they are different. Theirs might not have that body part or might have 4 of them. Body, neck. Head, legs, feet, arms, wings, horns, antennae, etc. **Don't paint eyes!!** • Students continue on their own to add whatever they need to complete it. • Details and background, where it lives, will be added with oil pastels next week when the paint is dry. • Mount on color of choice and write its name and where it is from on the bottom

Standards Alignment	Big Ideas	Essential Questions	Assessments
			Resources Assessment Rubric http://artsedge.kennedy-center.org/content/3803/3803_hatsColor_rubric.pdf Art Centers: • Write a story or tell a friend about your alien. • Make a color book. Fold papers in half to make pages and the cut things out of magazines that are secondary colors and glue them in.
Unit Five: Texture **Timeline: 8 classes**			
1.3 I Use media and tools in a safe and responsible manner **1.4 I** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.1 I** Identify the elements of art **2.2 I** Select and use the elements of art in works of art **4.1 I** Identify historical and cultural characteristics of works of art **5.6 I** Apply visual vocabulary when reflecting upon and assessing works of art	The effect of design elements on art work Artists use a variety of techniques to create art Artists make thoughtful choices in creating works of art.	What is texture? How can texture change a work of art? What message does texture convey?	Teacher observation and conversation Rubrics Self and peer assessment Identify texture by touch and sight, and differentiate between the sight of something and the feel of something using texture tiles (impression boards) and tactical materials. (i.e. feeling a cotton ball and seeing the image of a cloud) **Art Projects:** #1: Collages • Create collages using a variety of mediums and textures. Use Visual Art vocabulary to explain texture choices. Through this collage students will distinguish the difference between hard and soft textures. • Evaluate existing works of art through a variety of time periods. Students will

Standards Alignment	Big Ideas	Essential Questions	Assessments
			identify different textures used and themes in textures based on time period (i.e. impressionist paintings have a rough texture or appearance, some post modernist pieces are hard and smooth, they appear flawless)
Unit Six: Tools (Spring Expedition) **Timeline: Ten 45 minute sessions**			
1.2 I Use selected two-dimensional and three-dimensional media to communicate ideas **1.3 I** Use media and tools in a safe and responsible manner **1.6 I** Identify different media, techniques and processes that are used to create works of art **3.5I** Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art **3.6I**Analyze how the use of subject matter, symbols and ideas are used in works of art **4.3I** Compare the purpose of works of art and design in history and cultures **4.4I** Speculate on how history and culture give meaning to a work of art **4.5I**Describe and differentiate the roles of artists in society across history and cultures **4.7I** Describe how the visual arts influence history and cultures **5.7I**Describe how a work of art can convey a voice of one or a voice of many	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists consider multiple approaches to visual problems. Reflection, assessment and refinement are key steps in the process of creating art.	To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art? What makes some works of art great? Why do artists select one medium over another?	Teacher observation and conversation Rubrics Self and peer assessment • What shapes are used to create mountains, trees, houses, fields, etc? Students will use a variety of geometric shapes to create a collage of their community. • **Explore the use of form and space** Students can roll triangles (wedge) of corrugated paper to create "screws" (beads) then string the beads to make necklaces. Beads of other forms could be added. • **Create 2D and 3D artwork from direct observation**. Students can draw a house observed during the fieldwork using geometric shapes. Each child can creates a 3-D house to add to a community map. • **Foster skills of perception** Show students a variety of buildings and have them point out the different shapes the building is made of. • Students can choose one of the tools and

Standards Alignment	Big Ideas	Essential Questions	Assessments
6.1I Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.2I** Compare the use of technology, media and processes of the visual arts with other disciplines			create a repetitive design by overlapping the same tool a multiple number of times. • **Drafting, Revising, Reflecting and Exhibiting** Students make a sketch (rough draft) of a drawing with a light colored crayon. After a period of thoughtful peer critique, the students then go over the lines they like with black crayon. • Students will complete a self evaluation of their work. • They will discuss and evaluate their own and others' artwork. • They will develop art vocabulary for discussion and evaluation. Students show their work and talk about their thought process while they were creating.

Curriculum Framework for Visual Arts

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 1** **Teacher: _____**

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Weather and Seasons **Timeline: 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art **2.2/I** Select and use the elements of art in works of art **2.7/I** Select and use the principles of design in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **3.5/D** Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art **5.4/D** Analyze works of art to speculate why they were created **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art	Artists make thoughtful choices in creating works of art. Every work of art has a point of view. Art has been created by all peoples, in all times and in all places. Learning can be deepened by connecting visual art to other disciplines.	Is it important that others know what you were thinking when you created this work? What makes some works of art great?	• Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Student discussion of their artwork with their peers • Seasons Posters • Oral participation in group discussions • Rubric • Self assessment

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Two: Farms and Food (Fall Expedition) **Timeline: 10 sessions plus field work**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art **4.2D** Describe how the arts and artists influence each other across history and cultures **4.5D** Describe how the arts and artists influence each other across history and cultures **4.7D** Describe how the visual arts influence history and cultures **5.1/D** Discuss how individual experiences influence personal works of art **5.2/D** Identify ways the visual arts are used as communication **5.7/D** Describe how a work of art can convey a voice of one or a voice of many **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace	Artists make thoughtful choices in creating works of art. Artists consider multiple approaches to visual problems. Reflection, assessment and refinement are key steps in the process of creating art. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes	To what extent is art a process or a product? Why do artists select one medium over another? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	Study groups are involved in field research and service for the organization they adopted. For example, a bee study group can visit local beehives and talk with a beekeeper who can show them the tools of the trade. They will study the life cycle of bees and build models of their life cycles with clay. Art Projects: • Throughout the expedition, expert groups will be responsible for sketching pictures of their topics and labeling parts in a series of sketches. • A culminating product of this work will be a full color calendar, professionally printed, with student writing and illustrations depicting student ideas about important ways that we can help all people to get access to healthy food. The calendar can be sold in the community and given to all the organizations that were part of the work. • Each student creates a painting of a Bird's Eye view of a farm on a square piece of paper. Groups put their squares together to create a paper quilt. • Students paint flowers with analogous colors of tempera paint. They then draw and paint bees on a separate piece of paper to be cut out and attached in a 3-D manner. • A section of one of the flowers is enlarged to create a Georgia O'Keefe style painting. • Illustrate a recipe page with pictures of items that are in the recipes. Illustrate a recipe page with cut apple prints and fingerprint bees.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
			• Paint a landscape that includes trees with branches. Add leaves with sponges and apples with their fingers.
Unit Three: Texture **Timeline: 5 sessions**			
1.3 D Use media and tools in a safe and responsible manner **1.4 D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.1 D** Identify the elements of art **2.2 D** Select and use the elements of art in works of art **4.1 D** Identify historical and cultural characteristics of works of art **5.6 D** Apply visual vocabulary when reflecting upon and assessing works of art	Use of texture has an effect of design elements of art work. Artists use a variety of techniques to create art. Artists make thoughtful choices in creating works of art.	What is texture? How can texture change a work of art? What message does texture convey?	Identify texture by touch and sight, and differentiate between the sight of something and the feel of something using texture tiles (impression boards) and tactical materials. (i.e. feeling a cotton ball and seeing the image of a cloud) Art Projects: • Create collages using a variety of mediums and textures. Use Visual Art vocabulary to explain texture choices. Through this collage students will distinguish the difference between hard and soft textures. • Evaluate existing works of art through a variety of time periods. Students will identify different textures used and themes in textures based on time period (i.e. impressionist paintings have a rough texture or appearance, some post modernist pieces are hard and smooth, they appear flawless)
Unit Four: Family **Timeline: 5 sessions**			
1.2/D Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.6/D** Identify different media, techniques and processes that are used to create works of art	Artists make thoughtful choices in creating works of art. Art draws upon all aspects of human experience Learning can be	Why do artists select one medium over another? What is art?	• Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Student discussion of their artwork with their peers

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Standards Alignment	Big Ideas	Essential Questions	Assessments
2.1/D Identify the elements of art **3.1/D** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **4.6/D** Describe how history and cultures influence the visual arts **5.1/D** Discuss how individual experiences influence personal works of art **5.2/D** Identify ways the visual arts are used as communication **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines	deepened by connecting visual art to other disciplines.		• Portrait completion • Family collage • Oral participation in group discussions • Rubric • Self assessment
Unit Five: Building Homes for Families (Spring Expedition) **Timeline: 10 sessions plus fieldwork**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art **3.1/D** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing	To what extent is art a process or a product? What constitutes art? According to whom? What is art? What makes art more or less authentic? What makes some works of art great? When does a work of art have merit?	After learning about homes based on the student's expert group materials and locations where the homes can be commonly found, the students continue to learn more about their expert group materials and uncover the reasons specific building materials are chosen. During this study, students are exposed to the climates and available natural resources of the location they are studying. Art Projects: • To show that the students are experts on their material, they will build a model house with similar materials. Their models will demonstrate what they learned about specific homes from around the world. The following materials can be used to simulate the real building materials:

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Standards Alignment	Big Ideas	Essential Questions	Assessments
3.5/D Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art **6.2D** Compare the use of technology, media, and processes of the visual arts with other disciplines	and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Reflection, assessment and refinement are key steps in the process of creating art.		Thatch – paper weaving Bamboo – straws, popsicle sticks, string, and glue Wood – popsicle sticks and glue Adobe – modeling clay and popsicle sticks Tent – skewers and cloth Brick – candy boxes, glue, and red paint They can create their own texture plates to simulate other building materials. • Students will followed a structured process for completing the drawing necessary to create a class calendar of homes around the world. • Place a variety of objects on dark construction paper and place them in the sun. When paper has bleached out by the power of the sun, remove objects and enhance with oil pastels. (Alternative Use sticks to outline a house shape. Continue as above Students make a simple house pattern and trace it four times in squares created by folding a paper in fourths. Each square is a different season. Add background accordingly.
Unit Six: Landscapes **Timeline: 10 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art **2.1/D** Identify the elements of art **2.3/I** Identify the principles of design	Artists consider multiple approaches to visual problems. Art may be created solely to fulfill a need to create. Reflection, assessment and refinements are key steps in the process of creating art.	Why create? To what extent can media be manipulated using a variety of techniques and processes? Is it ever all right to say "I like it" or "I don't like it" when discussing a work someone's artwork?	• Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Written work • Student discussion of their artwork with their peers. • Student self assessments

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Standards Alignment	Big Ideas	Essential Questions	Assessments
2.4I Analyze the elements of art **2.6I** Analyze the principles of design **3.1/D** Identify subject matter, symbols and ideas in works of art **4.1/D** Identify historical and cultural characteristics of works of art **4.4/D** Speculate on how history and culture give meaning to a work of art **5.1/D** Discuss how individual experiences influence personal works of art **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **Geography Standard Two:** Students will develop knowledge of the ways humans modify and respond to the natural environment **Geography Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.	The process of creating art requires critical and creative problem solving.		• Student to student peer assessments • Art Projects: • Creating Landscapes • Creating Cityscapes- crayon resist painting of a stormy city with watercolors, oil pastels and black crayons. It will show a big man-made city in front of a wild natural sky.

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Curriculum Framework for Visual Arts

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 2** **Teacher: _____**

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Neighborhoods **Timeline: 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.1/D** Identify the elements of art **2.2/D** Select and use the elements of art in works of art **2.3/D** Identify the principles of design **2.7/D** Select and use the principles of design in works of art **2.9/I** Plan, design and execute multiple solutions to challenging visual arts problems **3.2/I** Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **4.1/D** Identify historical and cultural characteristics of	A variety of shapes can be combined to create a new shape. Art preserves and depicts history in ways words cannot. The process of creating art requires critical and creative problem solving.	Why do artists choose one medium over another? Why do architects design such a large variety of buildings? Why do people build houses?	Photography study-using art vocabulary to express the elements of art. Art critique Rubrics Self and peer assessment Block Design • Use block printing to create an original design of your neighborhood using only geometric shapes. Use Visual Arts vocabulary to discuss and demonstrate understanding of shape in art, and artist selection of shapes in design. • View and analyze existing pieces of art to find recognizable shape. They will use visual art vocabulary to discuss the merit of each piece and explain why they do, or do not "like a piece.

Standards Alignment	Big Ideas	Essential Questions	Assessments
works of art **4.6/D** Describe how history and cultures influence the visual arts **5.1/D** Discuss how individual experiences influence personal works of art **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines			
Unit Two: My Community and I (Fall Expedition) **Timeline: 10 sessions plus fieldwork**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-Dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.6/D** Identify different media, techniques and processes that are used to create works of art **2.1/D** Identify the elements of art **2.2/D** Select and use the elements of art in works of art **2.4/D** Analyze the elements of art **2.6/D** Analyze the principles of design **2.9/I** Plan, design and execute multiple solutions to challenging visual arts problems	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists consider multiple approaches to visual problems. Art is a form of expression that employs a system of visual symbols. Learning can be deepened	What constitutes art? According to whom? Why create? Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? How is learning deepened through a study of visual	• Students collaborate on their learning experiences through both environmental and community field work. Students form groups and decide what life cycle they would like to represent, be that of insects or of humans, the two life cycles most closely investigated during this expedition. Through these groups, the students will decide the medium through which they will visually represent their rendition of the life cycle. Students will be encouraged to implement elements of technology, such as animoto, powerpoint, etc as a visual element in their renditions. • Create radial designs using a symmetrical insect shape on tracing paper. Color with markers, frame with black border and gift to the nursing home residents to hang in their windows. • Illustrate haikus with watercolors. • Each student creates a quilt square with

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Standards Alignment	Big Ideas	Essential Questions	Assessments
2.10/I Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects **4.5/D** Describe and differentiate the roles of artists in society across history and cultures **5.2/D** Identify ways the visual arts are used as communication **5.3/D** Describe personal responses to selected works of art	by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes.	art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	shapes and words that describe how they could show respect. Limit colors to similar hues for harmony. Put together and present.
Unit Three: Landscapes - Drawing with Trees **Timeline: Five sessions**			
1.1/D Select and use different media and techniques to create works of art. **1.3/D** Use media and tools in a safe and responsible manner. **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects. **2.1/D** Identify the elements of art. **2.2/D** Select and use the elements in works of art. **3.1/D** Identify subject, symbols and ideas in works of art. **4.5/D** Describe and differentiate the roles of artists in society across history and cultures **5.1/D** Discuss how experiences influence works of art. **5.6/D** Apply visual arts vocabulary when reflecting on and assessing works of art.	Art can originate with careful observation of the world around us. Artists make images with lines, colors, shapes, patterns and textures to represent the world around them. Sometimes what we see is different from what we know.	To what extent is observation important to art making? How does careful observation change the way we create? What makes art more or less authentic? How do artists use pencils, crayons, and paint to represent the world around them? How can skills in observation help us in other parts of our lives?	Crayon Water Color Resist: • Use watercolors, wax crayons and chalk pastels to color a variety of shapes and pictures to create a landscape portrait with tres. Students will analyze the affect of each medium on the other mediums. Students will present their artwork and explain the meaning behind each color choice. Rubrics Self and peer assessment

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Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Four: Communities Change **Timeline: 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.3 /D** Use media and tools in a safe and responsible manner **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art **2.2/D** Select and use the elements of art in works of art **2.3/D** Identify the principles of design **2.5/I** Evaluate works of art in terms of structure and function **2.7/D** Select and use the principles of design in works of art **2.8/I** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **3.1/D** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **4.6/D** Describe how history and cultures influence the visual arts **4.7/D** Describe how the visual arts influence history and cultures **5.1/D** Discuss how individual experiences influence personal works of art **5.2/D** Identify ways the visual arts are used as	Artists consider multiple approaches to visual problems. Form and function may or may not be related to one another. Art preserves and depicts history in ways words cannot. The process of creating art requires critical and creative problem solving.	To what extent does good design integrate form with function? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?	The illusion of texture and working with color • Use tempera paint and a variety of brushes to create the image of texture without actually using tactile texture in a series of portraits showing some type of change in your community. Use your knowledge of colors and mixing colors to create an obvious progression from one piece to the next. • Evaluate existing works of art through a variety of time periods. Students will identify different themes in the pieces based on time period (i.e. by explaining the use of lines or shapes, texture, use of lines and edges) Rubrics Self and peer assessment

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Standards Alignment	Big Ideas	Essential Questions	Assessments
communication **5.3/D** Describe personal responses to selected works of art **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **5.7/D** Describe how a work of art can convey a voice of one or a voice of many **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace			
Unit Five: Native Americans (Spring Expedition) **Timeline: Five sessions**			
2.4/D Analyze the elements of art **2.6/D** Analyze the principles of design **3.3/I** Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art **4.2/D** Describe how the arts and artists influence each other across history and cultures **4.3/D** Compare the purpose of works of art and design in history and cultures **4.4/D** Speculate on how history and culture give meaning to a work of art **4.5/D** Describe and differentiate the roles of artists in society across history and cultures **5.2/D** Identify ways the visual arts are used as	Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. Art has been created by all peoples, in all times and in all places.	How and why is art used as a vehicle for communication? How does the use of specific symbols influence the meaning of a work of art? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great?	• View a PowerPoint on Native American weavings and discuss colors and techniques. • Discuss the function of coil pots in Native American life. What has replaced these pots in modern society? How has our value and appreciation for this art form lessened over time? • Paint a still life of the foods that were available to the Lenape before there were grocery stores. (No pencils) • Create beads and a medallion from Sculpey Clay®. String in a symmetrical pattern to make a necklace. • Paint a mural that depicts the first Thanksgiving. • Create a Parfleche using natural burlap.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
communication **5.3/D** Describe personal responses to selected works of art **5.7/D** Describe how a work of art can convey a voice of one or a voice of many **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines	Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. Reflection, assessment and refinement are key steps in the process of creating art.		Decorate with stitchery and beads. • Using the Lenape symbol of a turtle as a resource, create a colagraph printing plate and print several copies using a variety of colors. • Create a shield using a radial design. Decorate with colored sand and other materials that were available to the Lenape. • Create various shakers using available materials. Use in music class to accompany songs. • Students complete a self evaluation of their own work. • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating. • Create a three-dimensional totem that represent them, using 12" x 18" pieces of Construction paper for the base and various pieces of colored paper, construction paper crayons, oil pastels and/or paint to complete it.
Unit Six: Sharing Cultures **Timeline: 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.3 /D** Use media and tools in a safe and responsible manner	Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words	To what extent can media be manipulated using a variety of techniques and processes? How and why is art used	Teacher observation Rubrics Self and peer assessment • Write and illustrate a brochure about the

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Standards Alignment	Big Ideas	Essential Questions	Assessments
1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6/D** Identify different media, techniques and processes that are used to create works of art **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **3.5/D** Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **4.1/D** Identify historical and cultural characteristics of works of art **4.6/D** Describe how history and cultures influence the visual arts **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **5.7/D** Describe how a work of art can convey a voice of one or a voice of many **6.2/D** Compare the use of technology, media and processes of the visual arts with other disciplines	cannot. Art celebrates the unique characteristics of all cultures. Natural resources have influenced the creation of indigenous art forms.	as a vehicle for communication? How does the use of specific symbols influence the meaning of a work of art?	traditions your family has. Share it with a friend to discover what you might have in common and what is different. Learn more about your friends' traditions. • Create a Buffalo hide with symbols that represent your culture. Write a story about why you chose those symbols and colors.

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Curriculum Framework for Visual Arts

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 3** **Teacher: _____**

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Shape, Paint and Technique **Timeline: 6 Sessions**			
1.3 D Use media and tools in a safe and responsible manner **1.4 D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.1 D** Identify the elements of art **2.2 D** Select and use the elements of art in works of art **4.1 D** Identify historical and cultural characteristics of works of art **4.2 D** Describe how the arts and artists influence each other across history and cultures **5.5 D** Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art **5.6 D** Apply visual vocabulary when reflecting upon and assessing works of art	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Reflection, assessment and refinement are key steps in the process of creating art.	To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?	Art Projects: #1: Demonstration: • View and discuss Pablo Picasso, Joan Miro and Piet Mondrian. In one to two paragraphs discuss and compare each artist's use of shape and color. Include what you think of each artist's work. #2: Texture in Paint • Create works of art in reference to the artist Piet Mondrian. Use both geometric and organic shapes in their works. Students will work with acrylic paint and learn how to apply the paint in order to create a smooth surface or an impasto surface. #3: Shape in Art • Students will use block printing to create an original design using only geometric shapes. • Analyze existing pieces of art to find recognizable shape. Use visual art vocabulary to discuss the merit of each piece and explain why they do, or do not "like a piece. #4: Watercolors • Observe still life paintings by Vincent Van Gogh, Paul Cezanne, and Willem Kalf. Experiment and create still live painting using watercolors, tempera paint and celery stalks, bell peppers and onions as printing mediums for

Standards Alignment	Big Ideas	Essential Questions	Assessments
			the flowers themselves. Students will learn how to also use salt as a medium with their watercolors. Have students continue their art portfolios by selecting a "shape piece" (Block, watercolor or acrylic) of their choice and explaining why they wish that piece to be in their portfolios.
Unit Two: How Do You Get Money From a Stone? **Timeline: 10 sessions plus fieldwork**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6/D** Identify different media, techniques and processes that are used to create works of art **2.3/D** Identify the principles of design **2.5/D** Evaluate works of art in terms of structure and function **2.6/D** Analyze the principles of design **2.7/D** Select and use the principles of design in works of art **4.3/D** Compare the purpose of works of art and design in history and cultures	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Form and function may or may not be related one to the other. Art preserves and depicts history in ways words cannot. Natural resources have influenced the creation of indigenous art forms. Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key	To what extent is art a process or a product? What constitutes art? According to whom? Why create? Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent does good design integrate form with function? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?	• As a culminating experience and a service learning project, children will create jewelry and bookmarks using rocks and minerals from their studies. Their products can be sold at the school's bazaar and students can decide where the proceeds should be, with the only stipulation being that what they decide to spend the money on will better their community. Final Product • The final draft of their research and writing, along with appropriate illustrations, will be published on a four-page flipbook. After the cover page, each page will contain a description of the rock, specific characteristics that help identify the rock (extrusive vs. intrusive, layering in some sedimentary rocks, bending in some metamorphic rocks). On the side opposite their writing, students illustrated pictures of each type of rock • Create a sculpture out of firing clay. Glazes that simulate a variety of rock surfaces should be made available. • Make rock shapes out of Egyptian Paste. Make jewelry similar to the pieces made from real rocks. Compare and contrast.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
4.4/D Speculate on how history and culture give meaning to a work of art **4.6/D** Describe how history and cultures influence the visual arts **4.7/D** Describe how the visual arts influence history and cultures **5.1/E** Discuss how individual experiences influence personal works of art **5.3/D** Describe personal responses to selected works of art **5.4/D** Analyze works of art to speculate why they were created **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace	steps in the process of creating art. Many people favor learning in a visual and tactile way. The means to create art always changes.	What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	• Make mosaic designs with small ceramic squares on 6 inch wood squares. Create a wall hanging and donate to a children's center. • Students complete a self evaluation of their own work. • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating.
Unit Three: Old and New Communities **Timeline: 5 sessions**			
1.3 /D Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.7/D** Describe how media and techniques are used to	Artists create works of art employing both conscious and intuitive thought. Art draws upon all aspects of human	Why do artists select one media over another? To what extent can media be manipulated using a variety of techniques and processes?	• Still life and photography study • Observation of students' use of vocabulary • Replication of an "old" and a "new" photo through the use of creating colors and textures

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Standards Alignment	Big Ideas	Essential Questions	Assessments
create two dimensional and three dimensional works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **2.9/D** Plan, design and execute multiple solutions to challenging visual arts problems **3.1/D** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **4.1/D** Identify historical and cultural characteristics of works of art **4.4/D** Speculate on how history and culture give meaning to a work of art **4.6/D** Describe how history and cultures influence the visual arts **5.1/E** Discuss how individual experiences influence personal works of art **5.3/D** Describe personal responses to selected works of art **5.4/D** Analyze works of art to speculate why they were created **5.5/D** Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines	experience. Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot.	Timeless works of are deemed important for a number and variety of reasons.	and using shapes and techniques to create pieces that represent your community in the past, present and what you think it will look like in the future. • Self assessment • Peer critique prior to revision and reflection

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Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Four: Water Explorers **Timeline: 10 sessions plus fieldwork**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3 /D** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6/D** Identify different media, techniques and processes that are used to create works of art **2.3/D** Identify the principles of design **2.5/I** Evaluate works of art in terms of structure and function **2.6/D** Analyze the principles of design **2.7/D** Select and use the principles of design in works of art **4.3/D** Compare the purpose of works of art and design in history and cultures **4.4/D** Speculate on how history and culture give meaning to awork of art **4.6/D** Describe how history and cultures influence the visual arts **4.7/D** Describe how the visual arts influence history and cultures	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Form and function may or may not be related one to the other. Art preserves and depicts history in ways words cannot. Natural resources have influenced the creation of indigenous art forms. Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art. Many people favor learning in a visual and tactile way. The means to create art always changes.	To what extent is art a process or a product? What constitutes art? According to whom? Why create? Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent does good design integrate form with function? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say “I like it” or “I don’t	• Build sail boats from wood scraps and muslin pieces. Test them in a wading pool of water. Have races using a fan as the wind. Create a workshop to adjust them/ • Create 3-D boxes (shipping containers) fill with something that has arrived from another country. • Design your dream home that is located along a body of water. Is it on a lake, river, the ocean, on a deserted island, etc.? • Create your “life” map, picking and illustrating events from your life that have been important to you, leading up to your future dreams for yourself. What is in store for your future? Create an illustrated timeline of these events. • Rubrics • Self assessment • Peer critique followed by reflection and revision

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Standards Alignment	Big Ideas	Essential Questions	Assessments
5.1/E Discuss how individual experiences influence personal works of art **5.3/D** Describe personal responses to selected works of art **5.4/D** Analyze works of art to speculate why they were created **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace		like it" when discussing the merit of a work of art? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	

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Curriculum Framework for Visual Arts

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 4** **Teacher: _____**

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Art Relationships **Timeline: 10 sessions**			
1.1 D – Select and use different media, techniques and processes that are used to create works of art **2.2 D** – Select and use the elements of art in works of art **2.7 D** – Select and use the principles of design in works of art **3.2 D** – Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art **4.1D**- Identify historical and cultural characteristics of works of art **4.2 D**- Describe how the arts and artists influence each other across history and cultures **4.3D**- Compare the purpose of works of art and design in history and cultures. **4.4 D**- Speculate on how history and culture give meaning to a work of art. **4.5 D**- Describe and differentiate the roles of artists in society and across history and cultures **4.6 D**- Describe how history and cultures influence the visual arts **4.7 D**- Describe how the visual arts influence history and	The relationship between art and everyday living. Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms.	To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?	• "You have just landed on an undiscovered island that is extremely hot in climate. Draw a picture of what you see around you." • "You must create a Mandala that describes everything about you. Think of images that you would want people to remember you by" • Multiple formative assessments both written and oral are used throughout this unit to provide feedback of both pre and post assessment. • Performance assessments are given during each lesson for students to practice, apply, and demonstrate newly learned knowledge and information provided by the teacher. • Summative assessments are multiple-choice and provide assessment information based on the entire unit. • Student teacher interaction each class period, discussion of student work and time to edit work. • Self-assessment of summative performance task.

Standards Alignment	Big Ideas	Essential Questions	Assessments
cultures. **5.3D** - Describe personal responses to selected works of art			
Unit Two: Increase Your Green (Fall Expedition) **Timeline: 10 sessions plus fieldwork**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.3 /D** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6/D** Identify different media, techniques and processes that are used to create works of art **2.1/D** Identify the elements of art **2.2/D** Select and use the elements of art in works of art. **2.3/D** Identify the principles of design **2.4/D** Analyze the elements of art **2.5/D** Evaluate works of art in terms of structure and function **2.6/D** Analyze the principles of design **2.8/I** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art. **3.1/D** Identify subject matter, symbols and ideas in works of art **3.2/D** Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Form and function may or may not be related one to the other.	Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or	• Create technical drawings of your animals through multiple drafts based on photographs, which will be retrieved from numerous print and electronic sources. • Peer Critique followed by reflection and revision • Final product Canvas grocery bags with attached technical animal drawings and a letter to consumers regarding the environmental threats to the animal. • Students bring in boxes of all sizes or socks to make puppets. http://www.jimwestpuppets .com/activities/makepuppets /boxpuppets.html After puppets are made they can write dialogue about how important it is to reduce, reuse and recycle and present to younger students. • Students create sculptures from found and discarded items. Discarded toys, craft items, material, ties, egg cartons, plastic flatware, yogurt containers, soda cans, water bottles, etc. can all be turned into beautiful sculptures. http://www.albanysigns.com/ junk_sculpture.htm http://wiresmash.com/ amazing/amazing-and-creative-junk-sculptures/

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Standards Alignment	Big Ideas	Essential Questions	Assessments
3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **5.1/E** Discuss how individual experiences influence personal works of art **5.7/D** Describe how a work of art can convey a voice of one or a voice of many **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.2/D** Compare the use of technology, media and processes of the visual arts with other disciplines **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace	Art is a form of expression that employs a system of visual symbols. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way.	less authentic? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	• Students complete a self evaluation of their own work. • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
	The process of creating art requires critical and creative problem solving. The means to create art always changes.		
Unit Three: The 7 Elements of Art and Sculpture **Timeline: 5 sessions**			
1.3 D Use media and tools in a safe and responsible manner **1.4 D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **2.2 D** Select and use the elements of art in works of art **4.1 D** Identify historical and cultural characteristics of works of art	The effect of design elements on art work. Artists use a variety of techniques to create art. Artists make thoughtful choices in creating works of art.	What role does form play in sculpture? How do textures vary from one medium to another? Can one medium be used to mimic another medium? What is the value of hand made art? Does mass production of something lessen its value?	Art Projects: #1: Review • Demonstrate understanding of texture by discussing the paintings of Van Gogh and Claude Monet. #2: Vases: • Create a vase using a flat piece or slab of clay. Pinch slabs together in order to construct a vase form. They will also use texturing tools such as nails, pencils, and sticks to create designs on their vase. • Discuss appreciation of functional art and the time/talent required to create it. In modern society what devalues this appreciation for hand -made pieces? #3: Free Form • Create a fantasy fish sculpture while learning the add-on method, learning (or reviewing) slip, slab and scoring. Discuss the function of fantasy art vs. functional art. • Take pictures and add items to portfolios. Include written descriptions of each selection including why the item was included in the portfolio.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Four: Still Life and Composition **Timeline: 5 sessions**			
1.3/D Use media and tools in a safe and responsible manner. **2.2/D** Select and use the elements of art in works of art. **2.8/I** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art. **4.1/D** Identify historical and cultural characteristics in works of art	Careful observation of color, shape and object placement can create realistic art. All colors have light, dark, or medium values. Compositions with a balalce of repetition and variety help a viewer's eyes move around the page. American Pop artist Wayne Thiebaud and Dutch Realist Willem Kalf use still life in different ways.	Why did pop artists paint objects to spark the interest of average Americans? Why do so many artists want to depict objects realistically? Why not just take a picture? How does light affect what we see? What makes an interesting composition?	Teacher observation of: • Experimentation with paint mixing to create tints and shades • Trial and error testing of the best composition with shapes. • Cutting technique • Sketches using basic shapes • Ability to conference with teacher and verbalize thought process. • Participation in class discussions • Participation in small group discussions • Independent working on task • Overall effort • Participation/cooperation attitude Student Written Evaluation Self-assessment rubric Basic art rubric
Unit Five: Liberty for All **Timeline : 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.3 /D** Use media and tools in a safe and responsible manner **2.1/D** Identify the elements of art **2.3/D** Identify the principles of design **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **2.9/I** Plan, design and execute multiple solutions to challenging	Artists make thoughtful choices in creating works of art. Artists must understand media, techniques and processes as tools to communicate. Every work of art has a point of view. Form and function	**Essential Questions:** To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for	Teacher observation of: • Practice and experimentation with materials • Participation in class discussions • Sketches • Ability to conference and explain thought process • Transfer of sketches to silhouette • Independent working on task • Ongoing work and one-on-one discussions • Participation/cooperation /attitude Student Written Evaluation

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Standards Alignment	Big Ideas	Essential Questions	Assessments
visual arts problems **3.1/D** Identify subject matter, symbols and ideas in works of art **3.2/D** Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **4.4/D** Speculate on how history and culture give meaning to a work of art **4.6/D** Describe how history and cultures influence the visual arts **4.7/D** Describe how the visual arts influence history and cultures **5.2/E** Identify ways the visual arts are used as communication **5.4/D** Analyze works of art to speculate why they were created **5.5/D** Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art	may or may not be related to one another. Art draws upon all aspects of human experience. Art preserves and depicts history in ways words cannot. Art preserves and depicts history in ways words cannot.	communication? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?	Self-assessment rubric Basic art rubric
Unit Six: What's for Dinner? (Spring Expedition) **Timeline: 10 sessions plus fieldwork**			
1.1/P Select and use different media, techniques and processes that are used to create works of art **1.2/P** Use selected two dimensional and three-dimensional media to communicate ideas **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.5/D** Compare and contrast the different effects created by various two dimensional and three-dimensional works of art **1.7/D** Describe how media and techniques are used to create two dimensional and three dimensional works of art	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media,	Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist?	Based on the knowledge they have gained regarding predators and prey: • Students will design animals that have a predatory/prey relationship. They will create organisms with specific predatory features and/or abilities as well as create an organism that would or could likely be a source of food for them. The students will have to identify the characteristics of the organisms that they create that make them either predator or prey. Students will also create the prey organism with "enhancements" or structural adaptations

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Standards Alignment	Big Ideas	Essential Questions	Assessments
2.1/P Identify the elements of art **2.2/P** Select and use the elements of art in works of art. **2.3/D** Identify the principles of design **2.6/D** Analyze the principles of design **2.7/D** Select and use the principles of design in works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **5.1/E** Discuss how individual experiences influence personal works of art **5.2/E** Identify ways the visual arts are used as communication **5.3/P** Describe personal responses to selected works of art **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace	techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative	To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	that would help keep the animal from becoming prey. They will represent each of their three organisms through a procession of sketches and revisions to eventual 3D model. Each stage of sketches and modeling will go through a facilitated peer review process for the students to make revisions as necessary until the final 3D animals are created for show. • Create a 3-D habitat for their animal. It must contain the necessary elements for the creature to survive. Oil pastels, construction paper crayons and gel markers can all be used. • Change predator into prey and prey into predator by changing two of their characteristics. Illustrate with colored chalk. • Exaggerate the characteristics in people that allow them to thrive in a variety of habitats. • Self portraits as super heroes. What super powers do you have? How are they demonstrated and shown? • Students complete a self evaluation of their own work. • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
	problem solving. The means to create art always changes.		

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Curriculum Framework for Visual Arts

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 5** **Teacher: _____**

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Perspectives of Composition **Timeline : 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.3 /D** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6/D** Identify different media, techniques and processes that are used to create works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **2.9/I** Plan, design and execute multiple solutions to challenging visual arts problems **3.1/D** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **5.1/D** Discuss how individual experiences influence personal works of art **5.2/P** Identify ways the visual arts are used as communication **5.3/D** Describe personal responses to selected works of	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Learning can be deepened by connecting visual art to other disciplines.	Why create artwork? For whom? What am I trying to achieve through the artwork? Where do ideas for art come from? How does the point of view of the artist influence the artwork?	Teacher observation of: • Practice and experimentation with materials • Participation in class discussions • Sketches • Ability to conference and explain thought process • Independent working on task • Ongoing work and one-on-one discussions • Participation/cooperation /attitude Student Written Evaluation Self-assessment rubric Basic art rubric

Standards Alignment	Big Ideas	Essential Questions	Assessments
art **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines. **2.3/D** Identify the principles of design			
Unit Two: Top Gear (Fall Expedition) **Timeline: 15 sessions**			
1.1/P Select and use different media, techniques and processes that are used to create works of art **1.2/P** Use selected two- dimensional and three-dimensional media to communicate ideas **1.3/P** Use media and tools in a safe and responsible manner **1.7/D** Describe how media and techniques are used to create two- dimensional and three-dimensional works of art **2.1/P** Identify the elements of art **2.2/P** Select and use the elements of art in works of art **2.3/D** Identify the principles of design **2.4/D** Analyze the elements of art **2.5/D** Evaluate works of art in terms of structure and function **2.6/D** Analyze the principles of design	The process of choosing and evaluating subject matter, symbols, and ideas may be deliberate or intuitive. Advertising often combines art and language to produce a persuasive effect. Knowing the elements of art and design will help you to deconstruct advertising and become a more thoughtful and critical consumer. Artists consider multiple approaches to visual problems. Subject matter, symbols and ideas are all rooted in culture.	**Essential Questions:** How do you brand your name? How does the use of specific symbols influence the meaning of a work of art? How and why is art used as a vehicle for communication?	Teacher observation of: • Participation in small group discussions • Group dynamics • Proper use of art vocabulary. • Experimentation and practice with multiple advertising methods. • Experimentation with placement of lines, shapes, colors and textures. • Independent and group working on task • Sketches and student ability to conference and verbalize thought process • Overall effort • Participation/cooperation attitude Student Written Evaluation Self-assessment rubric Group Work Rubric • Students will use their lab notebooks as reference at the end of the expedition when they created their

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Standards Alignment	Big Ideas	Essential Questions	Assessments
2.7/D Select and use the principles of design in works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **2.9/D** Plan, design and execute multiple solutions to challenging visual arts problems **2.10/D** Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects **3.1/P** Identify subject matter, symbols and ideas in works of art **3.2/D** Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art **3.3/D** Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **4.3/P** Compare the purpose of works of art and design in history and cultures **4.5/D** Describe and differentiate the roles of artists in society across history and cultures **5.2/E** Identify ways the visual arts are used as communication **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art	Reflection, assessment and refinement are key steps in the process of creating art. The process of creating art requires critical and creative problem solving.		model vehicle designs. The data they collect throughout this portion of the learning expedition will enable them to make informed decisions about their vehicle design. • Students will be required to include digital technical drawings of their designs in their model vehicle owner's manual. To accomplish this, the students will complete an intensive unit of study on graphic design, using Microsoft Publisher. They will learn how to create digital graphic images to scale, how to combine shapes to form complete objects, and how to manipulate objects individually and in groups. In addition to these graphic design skills, students will also work on improving their overall computer skills, including typing, file management, and working with Microsoft Office programs. • Create sketchbook covers. • Working with a word document with student photo embedded in it, students will use same skills used for their owners manual. Spiral binders used to make sketchbooks. • Design a logo that represents themselves and their traits. • Create a picture that shows motion. It can include anything that moves.

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Standards Alignment	Big Ideas	Essential Questions	Assessments
6.2/D Compare the use of technology, media and processes of the visual arts with other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace			• Students complete a self evaluation of their own work • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating.
Unit Three: Combining Language and Art **Timeline: 5 sessions**			
1.1/P Select and use different media, techniques and processes that are used to create works of art **1.3/P** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.5/D** Compare and contrast the different effects created by various two dimensional and three-dimensional works of art **2.1/P** Identify the elements of art **2.2/P** Select and use the elements of art in works of art **2.3/D** Identify the principles of design **2.4/D** Analyze the elements of art **2.6/D** Analyze the principles of design **2.7/D** Select and use the principles of design in works of art	Artists use a variety of techniques and processes to manipulate media to achieve desired results. Art is a universal symbol system that transcends language barriers. The process of art requires critical and creative problem solving.	**Essential Questions:** How do artists express their thoughts and feelings? To what extent can media be manipulated using a variety of techniques and processes? When does a work of art have merit? How does the viewer's personal response to the artwork influence its merit?	Teacher observation of: • Practice and experimentation with materials and texturing techniques. • Participation in class discussions using art vocabulary. • Conferencing about thought process • Independent working on task • Ongoing work and one-on-one discussions • Experimentation with color values and monochromatic painting to create multiple effects.. • Student attempting multiple solutions to visual arts problems. • Participation/cooperation /attitude Student Written Evaluation Self-assessment rubric Basic art rubric

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Standards Alignment	Big Ideas	Essential Questions	Assessments
2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **2.9/D** Plan, design and execute multiple solutions to challenging visual arts problems **2.10/D** Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects **3.1/P** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **5.1/E** Discuss how individual experiences influence personal works of art **5.3/E** Describe personal responses to selected works of art **5.4/P** Analyze works of art to speculate why they were created **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace			

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Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Four: Self-Portraits **Timeline: 5 sessions**			
1.1/P Select and use different media, techniques and processes that are used to create works of art **1.3/P** Use media and tools in a safe and responsible manner **1.5/D** Compare and contrast the different effects created by various two dimensional and three-dimensional works of art **1.7/D** Describe how media and techniques are used to create two-dimensional and three-dimensional works of art **2.1/P** Identify the elements of art **2.2/P** Select and use the elements of art in works of art **2.3/D** Identify the principles of design **2.7/D** Select and use the principles of design in works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **3.2/D** Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **4.1/P** Identify historical and cultural characteristics of works of art	The expressive qualities of a portrait can be determined through the use of design elements and principles like color, line quality, emphasis and proportion. Works of art are created through thoughtful choices and decisions derived from studying other artists, personal style, or an integration of styles. Artists are influenced by their cultures, times, and/or places.	**Essential Questions:** How can the elements and principles of art help in the creation of portraits? How are certain effects achieved in artwork? How do artists use tools, techniques, observation, and media to express ideas and communicate meaning? How does art reflect the artists' culture, time, and/or place?	Teacher observation of: • Practice and experimentation with materials. • Participation in class discussions • Small group discussion about the affect culture times and places have on portraits • Sketches and ability to conference about thought process • Proper placement of facial features • Proper use of selected media • Independent working on task • Sketches • Ongoing work and one-on-one discussions • Participation/cooperation /attitude Student Written Evaluation Self-assessment rubric

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Standards Alignment	Big Ideas	Essential Questions	Assessments
4.4/D Speculate on how history and culture give meaning to a work of art **4.6/D** Describe how history and cultures influence the visual art **5.1/E** Discuss how individual experiences influence personal works of art **5.5/D** Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art			
Unit Five: Delaware's Changing Bay Spring Expedition **Timeline: 10 sessions plus fieldwork**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.3 /D** Use media and tools in a safe and responsible manner **1.4/D** Demonstrate how a single medium or technique can be used to create multiple effects in works of art **1.6/D** Identify different media, techniques and processes that are used to create works of art **2.8/D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art **2.9/D** Plan, design and execute multiple solutions to challenging visual arts problems **3.1/D** Identify subject matter, symbols and ideas in works of art	Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols.	Why do artists select one medium over another? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?	Photography study: • Students studied photography as a mode of communication. Before getting their hands on cameras, students were familiarized with the art and visual skills of subject, composition and focal point. Learning to communicate a message without words presented new challenges for students while offering a very powerful experience with a new art form. Scientific drawings • Capturing the effects of the Mountain Pine Beetle on Colorado forests could not be completed solely via photography. Therefore, students created scientific drawings to compliment their expository writing

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Standards Alignment	Big Ideas	Essential Questions	Assessments
3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art **5.1/E** Discuss how individual experiences influence personal works of art **5.3/E** Describe personal responses to selected works of art **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.3/D** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace	Art is a universal symbol system that transcends language barriers. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Subject matter, symbols and ideas are all rooted in culture. Reflection, assessment and refinement are key steps in the process of creating art.		and photographs. Structured peer critique again offered a powerful method for producing high quality final products. • Using the photographs from the unit as a resource, the students will recreate the images with paper and paint. One will be painted in realistic colors, one with monochromatic colors, one to show happiness and one to create a somber mood. • Create a cartoon character to promote your message. • Begin with a rough sketch of two characters. Make a poster using the character and interesting lettering that captures your audience's attention. • Using watercolors, paint a reflection picture that depicts the beauty of the Delaware bay and the surrounding habitats at either sunset or sunrise. • Illustrate the huge number of horseshoe crabs that some ashore on the Delaware beaches by overlapping and completely filling the paper with horseshoe crab images. Draw with dark crayons or oil pastels. Add color with watercolors. •

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Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Six: History and Culture in Art **Timeline: 5 sessions**			
1.1/D Select and use different media, techniques and processes that are used to create works of art **1.2/D** Use selected two dimensional and three-dimensional media to communicate ideas **1.3/P** Use media and tools in a safe and responsible manner **1.6/D** Identify different media, techniques and processes that are used to create works of art **1.7/D** Describe how media and techniques are used to create two- dimensional and three-dimensional works of art **2.2/P** Select and use the elements of art in works of art **2.3/D** Identify the principles of design **2.7/D** Select and use the principles of design in works of art **3.1/P** Identify subject matter, symbols and ideas in works of art **3.4/D** Select and use subject matter, symbols and ideas to communicate meaning in works of art **3.5/D** Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art **3.6/D** Analyze how the use of subject matter, symbols and ideas are used in works of art **4.1/P** Identify historical and cultural characteristics of	Art preserves and depicts history in ways words cannot. Art draws upon all aspects of human experience. Subject matter, symbols, and ideas are all rooted in culture. Learning can be deepened by connecting visual art to other disciplines.	**Essential Questions:** To what extent does history reflect upon and have an influence on art? How is my understanding of the Colonial and Frontier time periods deepened through the study of art of the period? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines	Teacher observation of: • Participation in class discussions • Participation in small group discussions • Group dynamics • Proper use of art vocabulary. • Experimentation and practice with available materials. • Experimentation with a variety of lines to show calm to frenzied water. • Independent working on task • Sketches and student ability to conference and verbalize thought process • Ability to create in a 3-D form. • Hand coordination when modeling • Overall effort • Participation/cooperation attitude Student Written Evaluation Self-assessment rubric Group Work Rubric

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Standards Alignment	Big Ideas	Essential Questions	Assessments
works of art **4.2/P** Describe how the arts and artists influence each other across history and cultures **4.3/P** Compare the purpose of works of art and design in history and cultures **4.4/D** Speculate on how history and culture give meaning to a work of art **4.5/D** Describe and differentiate the roles of artists in society across history and cultures **4.6/D** Describe how history and cultures influence the visual arts **4.7/D** Describe how the visual arts influence history and cultures **5.1/E** Discuss how individual experiences influence personal works of art **5.4/P** Analyze works of art to speculate why they were created **5.6/D** Apply visual arts vocabulary when reflecting upon and assessing works of art **5.7/D** Describe how a work of art can convey a voice of one or a voice of many **6.1/D** Compare and contrast relationships and characteristics between the visual arts and other disciplines **6.2/D** Compare the use of technology, media and processes of the visual arts with other disciplines			

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Standards Alignment	Big Ideas	Essential Questions	Assessments
6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines **6.4/D** Describe how learning in the visual arts helps develop essential skills for life and the workplace			

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Curriculum Framework for Music

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: K/1**

Note: Although skills targeted during specified months, they will be reinforced throughout the year.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Singing As a Group **Focus: August - October**			
Shared K/1 Standards: **1.1 I/D** Imitate melodic patterns **1.2 I/D** Sing on pitch within the appropriate singing range **1.3 I/D** Sing on pitch in rhythm while applying a steady beat **1.4 I/D** Sing demonstrating proper posture and breathing **1.5 I/D** Sing demonstrating proper vocal technique **1.6 I/D** Sing expressively utilizing dynamics and phrasing **1.7 I/D** Sing call and response **1.8 I/D** Singing ostinati with songs **1.14 I/D** Sing a repertoire of songs representing different genres, styles and languages **1.15 I/D** Sing expressively with phrasing, dynamics and stylistic interpretation **1.17 I/D** Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory **2.6 I/D** Perform with proper posture and breathing	**Kindergarten Concepts:** • Singing in a group, music of many genres • Echo Singing • Dynamics(loud and soft) • Pitch(High and low) **First Grade Concepts:** • Musical Genres **Big Ideas:** • Rhythm refers to the the pattern of regular or irregular pulses caused in music • Melody is a single line of moving notes that create the tune or idea of a song. • A musical genre is an expressive style of music • Improvisation is the creative activity of immediate musical composition.	**Kindergarten:** • What are dynamics in music, and how are they used to convey mood in a piece? • What does the term pitch refer to in a piece of music? **First Grade:** • What is improvisation, and how do we do it? **Kindergarten Learning Targets:** • Students will be able to perform echo singing games. • Students will be able to identify and use whispering, speaking, singing, and shouting voices. • Students will be able to identify the difference between High and Low pitches • Students will understand	• Have the students start with a deep breath in through the nose. As she or he exhales, observe students to make sure they are using proper posture, rib cage is expanding, and diaphragm is being used properly. • Teacher will sing basic melodies with text while students echo sing and teacher observes performance • Reflection Journals • Singing Rubric • Practice/ Observation • Performances • Self and Peer Assessments

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
First Grade Standards: All standards above with the introduction of: **1.13 I** Sing in groups and blending vocal timbres		that melody a single line of moving notes that create the tune or idea of a song. • Students will be able to classify and distinguish between genres(rock, classical, jazz) • Students will be able to successfully sing in a group. • Students will be able to sing simple melody containing quarter notes with rhythmic accuracy. • Students will be able perform the rhythm of a familiar song to a steady beat in small groups. **First Grade:** Reinforcement of all above with the addition of: • Students will be able to perform basic rhythms on unpitched percussion	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Building Blocks of Music **Focus: November- January**			
Shared K/1 Standards: **5.1 I/D** Identify and define standard notation symbol **5.2 I/D** Read rhythmic notation **5.3 I/D** Read melodic notation **5.4 I/D** Read a single line of an instrumental or vocal part **5.5 I/D** Notate symbols and terms for meter and rhythm **5.6 I/D** Notate symbols for pitch **5.7 I/D** Notate symbols and terms referring to dynamics, tempo and articulation **5.9 I/D** Read unfamiliar music with tonal and rhythmic accuracy **6.1 I/D** Express changes and contrasts in music through movement **First Grade Standards:** All above with the introduction of: **6.2 I** Identify and classify instruments according to family **6.3 I** Identify and classify voices by range and quality **6.5 I** Identify and describe common instrumental and vocal ensembles **6.7 I** Identify the elements of music within a	**Kindergarten Concepts:** • Melody • Tempo(fast and slow) • Pulse/Beat **First Grade Concepts:** All above with the addition of: • Percussion Instruments • Improvisation • Rhythm ○ Quarter note, Half Note, Whole Note **Big Ideas:** • Beat is the steady pulse in a piece of music. • Music enables one to communicate • Knowledge of music provides more opportunities to communicate • Tempo is the speed of the beat within a piece of music. • Dynamics refer to the louds and softs within a piece of music	**Kindergarten:** • What does the term melody refer to in a piece of music? • What does the tempo of a song refer to? • What is beat, and how is rhythm formed within it? • What are dynamics in music, and how are they used to convey mood in a piece? • What does the term pitch refer to in a piece of music? • When is sound considered music? **First Grade:** Reinforcement of all above with the addition of: • What are the differences between quarter, half and whole notes? • What are some examples of percussion instruments? • What is improvisation, and how do we do it? **Kindergarten Learning Targets:** • Students will be able to	• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat. • Teacher will clap rhythms while students echo clap and teacher observes performance • Rhythm Rubric • Instrument Rubric • Practice/ Observation • Performances • Reflection Journals • Self and Peer Assessments

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
musical composition		correctly perform a rhythm pattern independently to a steady beat • Students will be able perform the rhythm of a familiar song to a steady beat in small groups. **First Grade Learning Targets:** Reinforcement of all above with the addition of: • Students will be able to perform basic rhythms on unpitched percussion.	
Composition-Make a Note of It! **Focus: February- April**			
Shared K/1 Standards: **2.1 I/D** Imitate rhythmic and melodic patterns on pitched and unpitched instruments **2.2 I/D** Perform on pitched and unpitched instruments in rhythm while applying a steady beat **2.3 I/D** Perform rhythm accompaniments by ear **2.5 I/D** Perform melodies by ear using a melodic instrument **2.7 I/D** Perform with proper instrument	**Kindergarten Concepts:** • Composition • Posture and Breathing • Musical preferences **First Grade:** • Percussion Instruments **Big Ideas:** • A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a	**Kindergarten/First:** • What is beat, and how is rhythm formed within it? • What does the term melody refer to in a piece of music? • What /how do composers communicate? (convey meaning, thoughts, feelings?) • What influences the development of a personal aesthetic? • Why does form exist in music? • What is the role of contrast in the compositional	• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat. • Teacher will clap rhythms while students echo clap and teacher observes performance • Reflection Journals • Self and Peer Assessments • Rhythm Rubric • Instrument Rubric • Composition 5 point rating scale

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
technique **2.8 I/D** Perform in groups in response to gestures of a conductor **2.11 I/D** Perform in groups with blend and balance **4.1 I/D** Compose short songs and instrumental pieces **5.2 I/D** Read rhythmic notation **5.3 I/D** Read melodic notation **5.5 I/D** Notate symbols and terms for meter and rhythm **5.6 I/D** Notate symbols for pitch **5.7 I/D** Notate symbols and terms referring to dynamics, tempo and articulation **5.9 I/D** Read unfamiliar music with tonal and rhythmic accuracy **<u>First Grade Standards:</u>** All Above with the introduction of: **3.2 I** Improvise ostinato accompaniments **3.3 I** Improvise unaccompanied melodies **3.4 I** Improvise melodic embellishments on	way that sets the object into vibration • Patterns are inherent to musical compositions • Composition is a communication between the composer and the intended audience. • Music has form • Contrast is an important aspect of composition. (Silence vs. sound, same vs. different, major vs minor, question vs. answer, chaos vs. form) • Music study included creating, performing, and responding • The more one knows about music, the more opportunities one has to connect with the meaning • There will be positive and negative aspects to all music based on personal preferences and levels of understanding • Music is one form of artistic expression. • Music is art. It allows a human being to integrate many techniques and use	process? • Why are patterns in composition important? • On what basis can music be compared and contrasted? **<u>Kindergarten Learning Targets:</u>** • Students will be able to notate their ideas. • Students will compose a short monophonic melody. • Students will perform their compositions. • Students will move to a steady pulse. • Students will experiment on simple, melodic instruments. • Students will articulate, describe, and reflect upon the compositional process. **<u>First Grade Learning Targets:</u>** • Students will be able to improvise basic rhythms on unpitched percussion • Students will be able to perform basic rhythms on unpitched percussion.	• (See Composition Unit)

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
given melodies in various tonalities **3.5 I** Improvise rhythmic variations on given melodies **3.6 I** Improvise melodic variations **3.7 I** Improvise melodies over basic chord progressions **3.8 I** Improvise melodies over given rhythm and tonal context **4.3 I** Utilize standard written notation in composition of short songs **7.5 I** Develop and apply criteria for evaluating compositions and performances	them to create emotion.		
Music in My Life! **Focus: May-June**			
<u>Shared K/1 Standards:</u> **7.1 I/D** Express personal preferences for specific musical styles **7.2 I/D** Identify ways for evaluating compositions and performances **7.4 I/D** Discuss and evaluate the relationship between music and human emotions **8.1 I/D** Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music	• The more vocabulary and understanding one has of the idiom the more clearly one can evaluate. • The process of evaluation is both subjective and objective. • There will be positive and negative aspects to all music based on personal preferences and levels of understanding. • Listening is an active	• What influences the development of a personal aesthetic? • On what basis can music be compared and contrasted? • When is sound considered music? • How does the concept of quality relate to musical performance? • Why learn the historical context prior to evaluating music?	• Teachers will take the students on a virtual field trip to the "Carnegie Hall Listening Adventure" and ask that students actively listen to the music and evaluate the music heard using the learned vocabulary of music. Students will also express their opinions, likes and dislikes of the music in terms of personal preferences and what they feel makes music "good."

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
8.2 I/D Make connections with other disciplines as they relate to music **8.3 I/D** Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music **8.4 I/D** Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form) **8.5 I/D** Compare and contrast artistic themes across cultures, history and multiple media **9.2 I/D** Listen to music from various periods and diverse cultures by genre or style **First Grade Standards:** All above with the introduction of: **4.2 I** Arrange short songs and/or instrumental pieces **4.4 I** Utilize compositional technology **4.5 I** Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging **6.6 I** Express through verbal and non-verbal means various styles/genres of music **7.3 I** Explain personal music preferences using appropriate terminology **7.5 I** Develop and apply criteria for evaluating compositions and performances	endeavor. • Music has its own vocabulary. • The more one knows about music the more opportunities one has to connect with the meaning.	• Is it necessary to hear to appreciate musical performance? • How important has music been in history? • To what extent do musicians break down social norms? • To what extent is participation in music education an important part of one's comprehensive education? • To what extent does learning in the arts contribute to a student's cognitive ability? • Does art influence life or does life influence art? **First Grade:** All above with the addition of: • To what extent have changes in technology influenced music?	• Composition 5 point rating scale • Reflection Journals • Self and Peer Assessments • Rhythm Rubric **First Grade:** • Students will use computer technology, such as the "Gibson Interactive Studio" to create their own music and song. They will present their song to the class who will then offer comment as to the elements of music and the student's original use of the compositional technology. • Teacher observation of in class, oral discussion.

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Curriculum Framework for Music

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 2/3**

Note: Although skills are targeted in specified months, they will be reinforced throughout the year

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Singing Together, Singing in Tune **Focus: Mid- August through October**			
Shared 2/3 Standards: **1.2 D/P** Sing on pitch within the appropriate singing range **1.3 D/P** Sing on pitch in rhythm while applying a steady beat **1.4 D/P** Sing demonstrating proper posture and breathing **1.5 D/P** Sing demonstrating proper vocal technique **1.6 D/P** Sing expressively utilizing dynamics and phrasing **1.9 D/P** Sing in groups in response to gestures of a conductor **1.12 I/D** Sing music in 2 and 3 parts **1.13 D** Sing in groups and blending vocal timbres	**Second Grade Concepts:** • Proper Posture and Breathing • Echo Singing • Singing in a group, music of many genres • Intonation • Tempo(fast and slow) • Call and response **Third Grade Concepts:** • Time Signature **Shared Big Ideas** • Proper breathing and posture is a must in order to sing your best. • Intonation is the ability to play or sing notes in tune. • Beat is the steady pulse in a piece of music. • Melody is a single line of moving notes that create the tune or idea of a song. • Tone refers to the quality or character of sound	**Second Grade:** • What are the essentials of good posture for singing? • What are the physical characteristics necessary for good breath support? • What is good intonation and how do we achieve it? • What is Solfege and how is it used in music? **Third Grade:** • How are sounds in time organized? • How is reading music similar to reading language? **Shared Learning Targets:** • Students will be able to exhibit proper breathing while singing • Students will be able to successfully sing in a group. • Students will be able to identify and use whispering, speaking, singing, and shouting voices.	• Have the students start with a deep breath in through the nose. As she or he exhales, observe students to make sure they are using proper posture, rib cage is expanding, and diaphragm is being used properly. • Reflection Journals • Performance Reviews • Self and Peer Assessments • Singing Rubrics

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
1.14 D Sing a repertoire of songs representing different genres, styles and languages **2.6 D** Perform with proper posture and breathing **2.9 D** Perform an independent part in an ensemble setting **2.10 D** Perform music representing diverse genres and styles **2.11 D** Perform in groups with blend and balance **5.4 D** Read a single line of an instrumental or vocal part **5.7 D** Notate symbols and terms referring to dynamics, tempo and articulation **6.1 D** Express changes and contrasts in music **6.3 D** Identify and classify voices by range and quality **6.7 D** Identify the elements of music within a musical composition	• Pitch refers to the relative position of a tone within a range of musical sounds, • A musical genre is an expressive style of music • Solfege is the application of the sol-fa syllables to a musical scale or to a melody • Intonation is the ability to play or sing notes in tune.	• Students will be able to identify the difference between High and Low pitches • Students will be able to perform echo singing and speaking singing games. • Students will incorporate dynamics(loud and soft into their singing • Students will be able to sing simple melody containing eighth notes with rhythmic accuracy. • Students will be able to speak and correctly perform a rhythm pattern independently to a steady beat. • Sing the major scale using Solfege syllables **<u>Third Grade Learning Targets:</u>** • Students will be able to incorporate expressive phrasing and dynamics into their singing.	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Third Grade Standards: All standards above with the introduction of: **1.11 I** Sing partner songs **1.16I** Sing music in 4 parts with and without accompaniment **2.12 I** Perform expressively with phrasing, dynamics and stylistic interpretation			
Beat and Meter – Slices of Time Unit **Focus: November – Mid-January**			
Shared 2/3 Standards: **1.3 D/P** Sing on pitch in rhythm while applying a steady beat **2.1 P/E** Imitate rhythmic and melodic patterns on pitched and unpitched instruments **2.2 D/P** Perform on pitched and unpitched instruments in rhythm while applying a steady beat **6.1 D/P** Express changes and contrasts in music **6.7 D** Identify the elements of	**Second Grade Concepts:** • Beat • Rhythm • Percussion Instruments • Dynamics(loud and soft) • Pitch(High and low) • Tempo(fast and slow) • Solfege **Third Grade Concepts:** • Tone • Musical Notation • Sound in Time **Shared Big Ideas:** • Beat is the steady pulse in a piece of music.	**Second Grade:** • What is tempo? • What are some examples of a percussion instrument? • What is beat, and how is rhythm formed against it? • How are rhythmic ideas created? • What does the term pitch refer to in a piece of music? • What determines a unit of time? • How long is a beat? • What are the basics of reading musical notation? • How can musical notation show sounds that are short, long, high or low? • How is reading music similar to	• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat. • Teacher will clap rhythms while students echo clap and teacher observes performance • Rhythm flash cards for reading practice. • Rhythmic dictation with dry erase boards or manipulatives. • Written quiz • Using body percussion • Exit tickets

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
music within a musical composition **7.1 D/P** Express personal preferences for specific musical styles **7.2 D/P** Identify ways for evaluating compositions and performances **7.3D** Explain personal music preferences using appropriate terminology **7.4 D** Discuss and evaluate the relationship between music and human emotions **7.5 D** Develop and apply criteria for evaluating compositions and performances **9.2 D** Listen to music from various periods and diverse cultures by genre or style **Third Grade Standards:**	• Tempo is the speed of the beat within a piece of music. • Rhythm refers to the the pattern of regular or irregular pulses caused in music • Melody is a single line of moving notes that create the tune or idea of a song. • Tone refers to the quality or character of sound • Pitch refers to the relative position of a tone within a range of musical sounds, • A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration. • Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously. • Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time. **Third Grade Big Ideas**	reading language? **Third grade:** • How are sounds in time organized? • What are dynamics in music, and how are they used to convey mood in a piece? • Why organize time in music? • How do we identify and make sense of the time signature in a piece of music? **Shared Learning Targets:**. • Students will be able to perform basic rhythms on unpitched percussion • Students will be able perform the rhythm of a familiar song to a steady beat in small groups. **Third Grade Learning Targets:** • Sing a simple melody containing sixteenth notes with rhythmic accuracy. • Aurally distinguish the presence of eighth notes in a song or rhythmic example.	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
All above with the introduction of: **9.1 I** Identify and describe the roles of musicians in various historical periods, cultures, genre and styles **9.4 I** Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them	• Intonation is the ability to play or sing notes in tune. • Dynamics refer to the louds and softs within a piece of music • Time signature tells us how many beats are in a measure of music, and which note receives the beat.		
Improvisation **Focus: Mid-January – Mid-April**			
1.1 P/E Imitate melodic patterns **1.6 D/P** Sing expressively utilizing dynamics and phrasing **1.7 D/P** Sing call and response **1.9 D/P** Sing in groups in response to gestures of a conductor **1.10 I/D** Sing rounds **1.14 D** Sing a repertoire of	**Second Grade Concepts:** • Improvisation • Composition • Patterns • Creation and Performance • Musical genres • Musicals • Folk Music **Third Grade Concepts:** • Musical Form • Harmony • Ballet	**Shared Essential Questions:** • What is improvisation? • How conscious and deliberate is the process of creating good music? • What do composers communicate? • What is the role of contrast in the compositional process? • What is harmony and what does it add to music? **Third Grade:** • What are the characteristics of a ballet?	• Reflection Journals • Singing Rubric • Rhythm Rubric • Instrument Rubric • Practice/Observation • Composition 5 point rating scale • Performances • Self and Peer Assessments (See Composition Unit)

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
songs representing different genres, styles and languages **1.15 D** Sing expressively with phrasing, dynamics **2.5 D** Perform melodies by ear using a melodic instrument **2.6 D** Perform with proper posture and breathing **2.8 D** Perform in groups in response to gestures of a conductor **2.11 D** Perform in groups with blend and balance **3.1 D** Improvise rhythmically with voice or on instrument **3.2 D** Improvise ostinato accompaniments **3.3 D** Improvise unaccompanied melodies **3.4 D** Improvise melodic embellishments on given melodies in various tonalities **3.5 D** Improvise rhythmic variations on given melodies **3.6 D** Improvise melodic variations	• Opera **Shared Big Ideas**: • Improvisation is the is the creative activity of immediate musical composition. • Composition is a communication between the composer and the intended audience. • Contrast is an important aspect of composition. (Silence vs. sound, same vs. different, major vs. minor, question vs. answer, chaos vs. form) • Harmony is the the combination of two or more simultaneously sounded musical notes • A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration. **Third Grade Big Ideas:** • Music has form • Patterns are inherent to musical compositions • There are many different forms that a piece of music can be in.	• What are the characteristics of a musical? • What are the characteristics of an opera? • Why are patterns in composition important? • Why does form exist in music? • What are different types of musical form? **Shared Learning Targets:** • Students will understand that melody a single line of moving notes that create the tune or idea of a song. • Students will be able to identify harmony within a piece of music • Students will be able to classify and distinguish between genres • Students will be able to perform basic rhythms and melodies on unpitched percussion. • Students will be able to improvise basic rhythms and melodies on unpitched percussion. • Students will be compose simple melodies on unpitched percussion.	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
3.7 D Improvise melodies over basic chord progressions **3.8 D** Improvise melodies over given rhythm and tonal context **4.1 D** Compose short songs and instrumental pieces **4.2 D** Arrange short songs and/or instrumental pieces **4.3 D** Utilize standard written notation in composition of short songs **<u>Third Grade Standards:</u>** All above with the introduction of: **1.11 I** Sing partner songs **2.12 I** Perform expressively with phrasing, dynamics and stylistic interpretation **4.6 I** Organize the elements of music into compositions which are unified and varied			
Recorder Karate **Focus: Mid-April - June**			
2.1 P/E Imitate rhythmic and melodic patterns on pitched and unpitched instruments	**<u>Shared Concepts:</u>** • Creativity	• Why is recording music through notation valuable? • How is music notation a universal	• Reflection Journals • Improvisation activities • Rhythm Rubric

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.2 D/P Perform on pitched and unpitched instruments in rhythm while applying a steady beat **2.7 D** Perform with proper instrument technique **3.8 D** Improvise melodies over given rhythm and tonal context **4.1 D** Compose short songs and instrumental pieces **4.3 D** Utilize standard written notation in composition of short songs **5.1 D** Identify and define standard notation symbol **5.3 D** Read melodic notation **5.4 D** Read a single line of an instrumental or vocal part **7.7 D** Critically evaluate one's own musical creations	**<u>Shared Big Ideas</u>**: ▪ Humans have the ability to create. (thoughts, ideas, objects, etc.) ▪ Humans have the unique capability of creating music. ▪ Humans have the unique capability of using tools to express music. ▪ Improvising as an individual allows complete creative freedom of expression ▪ Learning to read music notation unlocks a window of opportunity for life-long enjoyment of music. ▪ Music notation is an elaborate system of symbols used to record musical thoughts that can transcend cultural barriers and time.	language? • How is music created? • How conscious and deliberate is the process of creating good music? • When is sound considered music? • Should you hear a performance to understand or appreciate it? **Learning Targets:** • Students will improvise a short, melodic phrase using the pitches B, A, and G. • Students will compose, notate and perform an original composition on the recorder using the pitches B, A, and G. • Students will evaluate skill development on their recorders in addition to the effectiveness of their improvisation and composition through self-assessment and reflection. • Students will play folk songs and simple BAG melodies on the recorder using the correct fingerings, embouchure, and breath support. • Students will identify and notate whole, half, quarter notes, whole, half and quarter rests	• Instrument Rubric • Practice/Observation • Pitch identification practice • Performances • Self and Peer Assessments (See Recorder Karate Unit)

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Curriculum Framework for Music

School: Academia Antonia Alonso **Curricular Tool: N/A** **Grade: 4/5**

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Singing as a Group **Focus: August - Mid-October**			
Shared Standards: **1.2 E** Sing on pitch within the appropriate singing range **1.3 E** Sing on pitch in rhythm while applying a steady beat **1.4 E** Sing demonstrating proper posture and breathing **1.5 E** Sing demonstrating proper vocal technique **1.6 E** Sing expressively utilizing dynamics and phrasing **1.9 E** Sing in groups in response to gestures of a conductor **1.12 D** Sing music in 2 and 3 parts **1.13 D** Sing in groups and blending vocal timbres **1.14 D** Sing a repertoire of songs representing different genres, styles and languages **1.17 D** Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory	**Shared Concepts:** • Proper Posture and Breathing • Echo Singing • Singing in a group music of many genres • Intonation • Solfege • Call and response • Dynamics(loud and soft) • Pitch(High and low) **Shared Big Ideas:** • Proper breathing and posture is a must in order to sing your best. • Intonation is the ability to play or sing notes in tune. • Beat is the steady pulse in a piece of music. • Melody is a single line of moving notes that create the tune or idea of a song. • Solfege is the application of the sol-fa syllables to a musical scale or to a melody	**Essential Questions:** • What are the essentials of good posture for singing? • What are the physical characteristics necessary for good breath support? What does proper breathing look and feel like? • Why is it important to breathe correctly while singing? • How does vowel formation and placement change the tone of a song? • How is balance and blend achieved when singing in a group? • What is good intonation and how do we achieve it? • How do dynamics affect the mood of a song? • How do expressive elements communicate an idea and/or feeling in a song? **Shared Learning Targets:** • Students will be able to exhibit proper breathing while singing	• Have the students start with a deep breath in through the nose. As she or he exhales, observe students to make sure they are using proper posture, rib cage is expanding, and diaphragm is being used properly. • Practice/ Observation • Performances • Reflection Journals • Self and Peer Assessments • Singing Rubric • Exit Tickets • Informal assessment of students' conversations • Use of questioning during whole group instruction

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.6 D Perform with proper posture and breathing **2.9 D** Perform an independent part in an ensemble setting **2.10 D** Perform music representing diverse genres and styles **2.11 D** Perform in groups with blend and balance **2.12 D** Perform expressively with phrasing, dynamics and stylistic interpretation **5.4 D** Read a single line of an instrumental or vocal part **5.7 D** Notate symbols and terms referring to dynamics, tempo and articulation **5.10 I/D** Read simple melodies in 2 or more clefs **6.1 E** Express changes and contrasts in music **6.3 P/E** Identify and classify voices by range and quality	• Dynamics refer to the louds and softs within a piece of music • Tone refers to the quality or character of sound • Pitch refers to the relative position of a tone within a range of musical sounds. • Many fundamentals are needed to sing properly. • Singing in a group differs from singing as a soloist • It takes a great deal of listening and focus to ensure proper blend and balance is accomplished within the group. • Expression of a song is demonstrated through the use of tone and changes in vowels and dynamics. • Proper balance and blend are crucial elements of a successful choir.	• Students will be able to successfully sing in a group. • Students will be able to identify and use whispering, speaking, singing, and shouting voices. • Students will be able to perform echo singing and speaking singing games. • Students will be able to sing simple melody containing sixteenth notes with rhythmic accuracy. • Students will be able to speak and correctly perform a rhythm pattern independently to a steady beat. • Students will be able to perform with proper blend within a choir. • Students will be able to shape vowels correctly.	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Two: Elements of Music **Focus: Mid-October– December**			
Shared Standards: **2.1 E** Imitate rhythmic and melodic patterns on pitched and unpitched instruments **2.2 E** Perform on pitched and unpitched instruments in rhythm while applying a steady beat **2.5 D** Perform melodies by ear using a melodic instrument **2.7 D** Perform with proper instrument technique **2.8 D** Perform in groups in response to gestures of a conductor **4.1 D** Compose short songs and instrumental pieces **4.2 D** Arrange short songs and/or instrumental pieces **4.3 D** Utilize standard written notation in composition of short songs **4.4 D** Utilize compositional technology **4.5 D** Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging **4.6 D** Organize the elements of music into compositions which are	**Shared Concepts:** • Tone • Tempo • Beat • Rhythm • Time Signature • Musical Notation • Percussion Instruments • Dynamics(loud and soft) • Pitch(High and low) **Shared Big Ideas:** • Beat is the steady pulse in a piece of music. • Tempo is the speed of the beat within a piece of music. • Rhythm refers to the the pattern of regular or irregular pulses caused in music • Melody is a single line of moving notes that create the tune or idea of a song. • Time signature tells us how many beats are in a measure of music, and which note receives the beat. • Dynamics refer to the louds and softs within a piece of music • Tone refers to the quality or character of sound	• What is tempo? • What is beat, and how is rhythm formed against it? • How are sounds in time organized? • How is reading music similar to reading language? • How are rhythmic ideas created? • What determines a unit of time? • How long is a beat? • Why organize time in music? • What are the basics of reading musical notation? • How can musical notation show sounds that are short, long, high or low? • What does the term pitch refer to in a piece of music? • How do we identify and make sense of the time signature in a piece of music? • What are dynamics in music, and how are they used to convey mood in a piece? **Shared Learning Targets:** • Students will be able to identify the difference between High and Low pitches	• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat. • Teacher will clap rhythms while students echo clap and teacher observes performance • Practice/ Observation • Performances • Reflection Journals • Self and Peer Assessments

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
unified and varied **5.1 D** Identify and define standard notation symbol **5.8 I**/D Read an instrumental or vocal score **5.9 D** Read unfamiliar music with tonal and rhythmic accuracy 6.4/D Identify and describe basic music forms **6.6 D** Express through verbal and non-verbal means various styles/ genres of music **6.7 D** Identify the elements of music within a musical composition **Fifth Grade Standards:** All standards above with the introduction of: **3.9 I** Improvise basic harmonic accompaniment or bass line to a given melody	• Pitch refers to the relative position of a tone within a range of musical sounds, • A musical genre is an expressive style of music	• Students will be able perform the rhythm of a familiar song to a steady beat in small groups. • Aurally distinguish the presence of sixteenth notes in a song or rhythmic example.	
Unit Three: Composition **Focus: January-February**			
Shared Standards: **1.1 E** Imitate melodic patterns **1.7 E** Sing call and response **2.5 D** Perform melodies by ear using a melodic instrument	**Shared Concepts:** • Instrument Families • Composition • Folk Music • Jazz • Classical music	• What does a musician's experience and technique have to do with the sound of an instrument? • How is each instrument family played by the musician? How	• Composer word finder • Assessments in teach yourself the recorder (books and CD) • Analyzing live musical performance • Analyzing animated Movie theme and musicals • Practice/ Observation

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
3.1 D Improvise rhythmically with voice or on instrument **3.2 D** Improvise ostinato accompaniments **3.3 D** Improvise unaccompanied melodies **3.4 D** Improvise melodic embellishments on given melodies in various tonalities **3.5 D** Improvise rhythmic variations on given melodies **3.6 D** Improvise melodic variations **3.7 D** Improvise melodies over basic chord progressions **3.8 D** Improvise melodies over given rhythm and tonal context **3.10 D** Improvise melodies over given rhythm and harmonic context consistent to the styles **4.1 D** Compose short songs and instrumental pieces **4.2 D** Arrange short songs and/or instrumental pieces **4.3 D** Utilize standard written notation in composition of short songs **4.6 D** Organize the elements of music into compositions which are unified and varied	• Recorders **<u>Shared Big Ideas:</u>** • Instruments in the orchestra are grouped into families based on how that instrument makes sound. • Different instrument families make different sounds. • Composition is a communication between the composer and the intended audience. • Each genre of music has it's own unique qualities • There are many different forms that a piece of music can be in. • Composition is a communication between the composer and the intended audience. • Patterns are inherent to musical compositions • Music has form • Contrast is an important aspect of composition. (Silence vs. sound, same vs. different, major vs. minor, question vs. answer, chaos vs. form) • Harmony is the the combination of two or more simultaneously sounded musical notes	does that contribute to how the instrument and instrument family sounds? • How does vibration contribute to the sound of an instrument? • What are the characteristics of each family of the orchestra? • Why do different people have opinions about musical works? • How is music used to pass on tradition? • What is Jazz and who were some of the major performers of this genre? • What is Folk music and who were some of the major composers of this genre? • What is classical music and who were some of the major composers of this genre? **<u>Shared Learning Targets:</u>** • Students will be able to *compose* a brief rhythm line using MusicBox in order to become more familiar with orchestral sounds. • Students will be able to *explain* what a conductor is/does • Students will be able to *compare* an orchestra and a band	• Performances • Reflection Journals • Rhythm Rubric • Instrument Rubric • Composition 5 point rating scale • Self and Peer Assessments

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
5.2 D Read rhythmic notation **5.3 D** Read melodic notation **5.5 D** Notate symbols and terms for meter and rhythm **5.6 D** Notate symbols for pitch **6.5/D** Identify and describe common instrumental and vocal ensembles **6.9I/D** Identify and explain compositional devices and techniques used in a musical work **7.7 D** Critically evaluate one's own musical creations **7.8 D** Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement **Fifth Grade Standards:** **3.9I** Improvise melodies over given rhythm and harmonic context consistent to the styles		• Students will be able to identify music of various different genres	
Unit Four: Instrument Families **Focus: March - April**			
Shared Standards: **2.1 E** Imitate rhythmic and melodic patterns on pitched and	**Shared Concepts:** • Instrument Families • Recorders	• What are some examples of a percussion instrument? • What is beat, and how is rhythm	• write an analysis of the rhythm of a song, using complete sentences, and correct spelling

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
unpitched instruments **2.2 E** Perform on pitched and unpitched instruments in rhythm while applying a steady beat **2.3 E** Perform rhythm accompaniments by ear **2.4 D** Perform tonal accompaniments by ear **2.7 D** Perform with proper instrument technique **2.8 D** Perform in groups in response to gestures of a conductor **4.5 D** Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging **6.2 P/E** Identify and classify instruments according to family **8.2 D** Make connections with other disciplines as they relate to music	• Percussion • Sounds and Families in the orchestra **<u>Shared Big Ideas:</u>** • Instruments in the orchestra are grouped into families based on how that instrument makes sound. • Different instrument families make different sounds. • All instruments vibrate to create sound; where the vibration occurs on or in the instrument contributes to the sound. • The shapes and materials of instruments determine how the instrument makes sound. • A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration. • Pitch refers to the relative position of a tone within a range of musical sounds. • Dynamics refer to the louds and softs within a piece of music • Melody is a single line of moving notes that create the tune or idea of a song.	formed against it? • What is tempo? • What are some examples of a percussion instrument? • How are sounds in time organized? • How are rhythmic ideas created? • How long is a beat? • What does the term pitch refer to in a piece of music? • What are dynamics in music, and how are they used to convey mood in a piece? • What are the characteristics of each family in the orchestra? • How is each instrument family played by the musician? How does that contribute to how the instrument and instrument family sounds? • How does vibration contribute to the sound of an instrument? • What does a musician's experience and technique have to do with the sound of an instrument? **<u>Shared Learning Targets:</u>** • Students will be able to perform basic rhythms on unpitched percussion.	• Students will then rewrite the melody above, taking every other note or groups of notes from the treble clef, moving them an octave lower to the bass clef. • Reflection Journals • Rhythm Rubric • Instrument Rubric • Practice/Observation • Performances • Self and Peer Assessments • Worksheets and activities on each instrument family • Informal assessment via teacher questioning during the unit

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	• Rhythm refers to the the pattern of regular or irregular pulses caused in music • Intonation is the ability to play or sing notes in tune.	• Students will be able to identify the difference between High and Low pitches • Students will be able to perform basic rhythms on unpitched percussion. • Students will be able perform the rhythm of a familiar song to a steady beat in small groups. • Students will be able to *discuss* and *demonstrate* the characteristics of each instrument family and members through the creation of a "recycled" instrument. • Students will be able to *listen* to and *identify* several musical instruments by sound • Students will be able to *recognize* the instruments in each family • Students will be able to *research* the characteristics of families of instruments • Students will be able to *identify* the four instrument families: woodwinds, brass, strings, and percussion; and their members	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Texture in Music **Focus: May-June**			
Shared Standards: **1.1 E** Imitate melodic patterns **1.8 E** Singing ostinati with songs **1.9 E** Sing in groups in response to gestures of a conductor **2.9 D** Perform an independent part in an ensemble setting **2.11 D** Perform in groups with blend and balance **2.12 D** Perform expressively with phrasing, dynamics and stylistic interpretation **4.1 D** Compose short songs and instrumental pieces **4.2 D** Arrange short songs and/or instrumental pieces **4.5 D** Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging **4.6 D** Organize the elements of music into compositions which are unified and varied music forms **6.7 D** Identify the elements of music within a musical composition **7.7 D** Critically evaluate one's own musical creations	**Shared Big Ideas:** • The whole is greater than the sum of its parts. • Music moves in layers (one, few or many) • Some music is arranged in thicker layers than others (thick or thin) • Sometimes layers start and end together. Other times layers start and end at different times. • Sometimes music has one melody (monophony); sometimes music has more than one melody (polyphony) • Texture exists in all styles, genres, and music of all cultural contexts	• What is "texture" in music? What does texture add to music? • What kinds of sounds can be layered in music? • What is the relationship between texture and melody? **Shared Learning Targets:** • Students will perform and analyze melody and countermelody accompanied by a repeating bass line. • Students will be able to perform and analyze melody and countermelody accompanied by a repeating bass line, chords, and additional countermelody. • Students will be able to listen and graph what they hear (in pairs and small groups • Students will be able perform pieces of music that use a variety of textures. • Students will perform and analyze melody and countermelody.	• Practice/Observation • Performances • Self and Peer Assessments • Worksheets and activities on each instrument family • Informal assessment via teacher questioning during the unit • Compose and perform pieces for seasons of the year. • Practice notation of texture • Reflection and use of vocabulary • Creation of graphic score of a popular song

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
9.3 D Describe how elements of music are used in various historical periods, cultures, genres, and styles **9.6 I/D** Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant			

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EXPEDITIONARY
LEARNING

Model Expedition: Grade 1
Young Achievers Science
and Mathematics Pilot School
Boston, MA

Farms and Food

This learning expedition combined all major academic content areas with nutrition, health, service, and social justice. Students engaged in fieldwork at local farms and homeless shelters and planted a student garden.

Guiding Questions:

Where does our food come from?

How does our food come from the farm to the table?

How do people ensure justice for workers in the production and distribution of food?

SUMMARY: The Farms and Food learning expedition brought first-grade students outside of the school to do research in their local community to better understand how food gets from the farm to the table. For the first part of the expedition, students addressed state life science standards through a class case study of an apple orchard and small-group case studies of various kinds of farms. Their fieldwork and expert visitors involved them in interviewing and data collection and their class farm book project honed their skills in nonfiction writing, reading, and illustrating. During the second part of the expedition, the class covered state standards in communities, economics, and nutrition with case studies on migrant farmworkers and healthy food access. A healthy food calendar project required students to practice their skills in word processing and standard English conventions. Throughout the expedition, teachers wove the arts, service learning, and social justice together with academic content to help these urban students understand and care about their environment and healthy eating.

Academic Skills and Standards

SCIENCE AND TECHNOLOGY

- Life science
- Horticulture and nutrition
- Computers and word processing

ENGLISH

- Reading nonfiction and fiction
- Oral presentation
- Letter writing and expository writing
- Standard English conventions

SOCIAL STUDIES

- Geography
- Economics
- Communities and social justice

MATH

- Data collection
- Measurement
- Sorting and counting

VISUAL AND PERFORMING ARTS

- Illustration and labeling
- Drama

HEALTH AND WELLNESS

- Public health awareness
- Gardening

PERFORMANCE AND RELATIONAL CHARACTER

- Interviewing
- Critique and revision
- Group collaboration

Part One: Farms

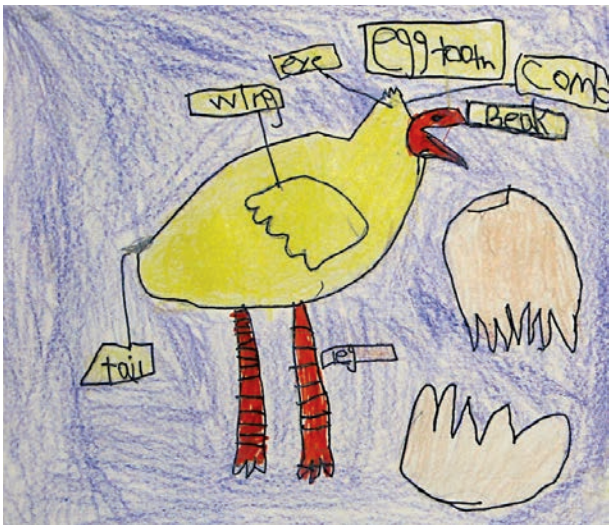
CASE STUDY: THE APPLE ORCHARD

The kickoff to the Farms and Food learning expedition was a case study of an apple orchard. All students focused on this one fruit for four weeks before beginning to examine food production on a larger scale. Students visited a local apple orchard, where they learned about how apples are picked, the processes an apple goes through after it gets picked, the people who pick the fruit, and how the apple trees are cared for. After the visit, they recreated all aspects of the orchard and revisited the content through dramatic play, painting, construction with blocks, writing, and drawing. Literacy activities included writing about what they saw, labeling buildings and murals, and interactive writing. Students participated in making applesauce and apple crisp as well as careful observational sketches of apples and apple trees.

CASE STUDY: FARM STUDY GROUPS

Students broke into small study groups to conduct a case study of one of four kinds of farms—apiaries, vegetable farms, dairy farms, or poultry farms. Each group visited

ABOVE *Students grew their own vegetables and learned the value of healthy eating.*



ABOVE *Each student contributed a page to the class farm book, with accurate headings, labels, and captions.*

their farm and met with farmers to gain expertise. In the *apiary* group, students studied the life cycle of bees and built models with clay. They performed a dramatic play about the bees' jobs (worker bees, nurse bees, queen bee, etc.), sketched and labeled bee bodies, and dissected, sketched, and built models of flowers. The *vegetable farm group* sketched produce and seeds, ground flour from wheat, pressed apples into cider, and made dishes such as pumpkin pancakes and pretzels. The *dairy farm group* sketched and labeled cows, both inside and outside, and acted out how cows and other ruminants digest their food. They also milked cows, churned butter, and made yogurt and ice cream. The *poultry farm group* incubated eggs and hatched chicks. They candled eggs to view the embryos, dissected eggs, and sketched chickens and roosters. They cooked with store-bought and farm-fresh eggs to compare the tastes, and they performed a dramatic play about the life cycle of a chicken. Finally, each group planned and executed a blind taste test of different kinds of food produced on their farm and collected data about class preferences.

PROJECT: THE FARM BOOK

Following their intensive case studies, each study group created one chapter of the class farm book, and each student wrote and illustrated one page. They studied nonfiction text features, and each student crafted headlines and captions for each page. Each draft was followed by structured feedback from classmates and teachers. Students learned word processing and typed the text for their captions. The final farm book was presented at a culminating family presentation.

Part Two: Access to Healthy Food

CASE STUDY: MIGRANT FARMWORKERS

Because of the school's focus on social justice, students addressed the social and civic aspects of farms and food for the second part of the expedition. Students read a number of accounts of migrant farmworkers' lives. They reviewed the work of Dr. Martin Luther King, Jr. in order to compare him with César Chávez and Dolores Huerta, who led the farmworker movement. Students learned about strikes, marches, and boycotts as tools of nonviolent protest, and contrasted living conditions of farm owners and farmworkers. They presented what they had learned at the school's annual social justice assembly.

CASE STUDY: ACCESS TO FOOD IN BOSTON

Students took their farm studies one step further by exploring what happens when people do not have access to food. This study began with a trip to ReVision House, a homeless shelter for women and children, which has organic gardens, greenhouses, beehives, and aquaculture tanks to raise tilapia. Prior to the trip, the class read several fictional books about homeless people and animals, discussed what people need to live, and made connections to the living conditions of migrant farmworkers. After the fieldwork at ReVision House, students worked in small groups to recreate the many components of the shelter. This included models of the aquaculture tanks, the shelter, and the greenhouses. Students then formed groups to interview someone at a community agency that helps people in the city get access to healthy food. Study groups practiced interviewing skills and developed questions to help them understand how to help people gain access to healthy food.

PROJECT: HEALTHY FOOD CALENDAR

Following their case studies, students brainstormed solutions to hunger. The twelve most important ideas became the twelve months of the calendar. Students studied exemplar calendars from previous years, created rubrics of what excellent work looks like, and gave each other feedback. Their final calendar illustrations were professionally printed and donated to the study group agencies and sold in the community.

Connections to the Community and Larger World

Fieldwork

- Carlson Orchards, Harvard, MA
- Drumlin Farm, Lincoln, MA
- Boston Pretzel, Jamaica Plain, MA
- Clark Cooper Community Gardens at the Boston Nature Center, Mattapan, MA
- The Food Project, Roxbury, MA
- Greater Boston Food Bank, Boston, MA
- Haley House soup kitchen and bakery, Boston, MA
- Women's Lunch Place soup kitchen, Boston, MA
- Beehives at Leland Community Garden, Dorchester, MA
- The Farm at Long Island Shelter, Boston Harbor Islands
- ReVision House Urban Farm (homeless shelter with an organic farm), Dorchester, MA
- Women, Infants, and Children (WIC), Jamaica Plain, MA

Experts

- Visit from a local beekeeper
- A spring visit by a farmer and several adult chickens
- Second graders (former first graders) sharing the farm book drafting process

Service Learning

- Visiting and helping in community food agencies (i.e. helping to prepare and serve food at the Haley House soup kitchen)
- Donating calendars to food agencies
- Toiletry drive for the Long Island Shelter
- Collecting toys for the ReVision House daycare

Exhibitions

- Presentation of the farm book to families and friends
- Recitations of bilingual poetry about migrant farm-workers, explanations of the similarities between Dr. Martin Luther King and César Chávez, and recitations of quotes from Dr. King and César Chávez during the school's social justice assembly
- Video of students reading their healthy food calendar text at end-of-year assembly

Final Products

- Farm book
- Healthy food calendar

Expedition Authors: Nicole Weiner and Heidi Fessenden

Expeditionary Learning
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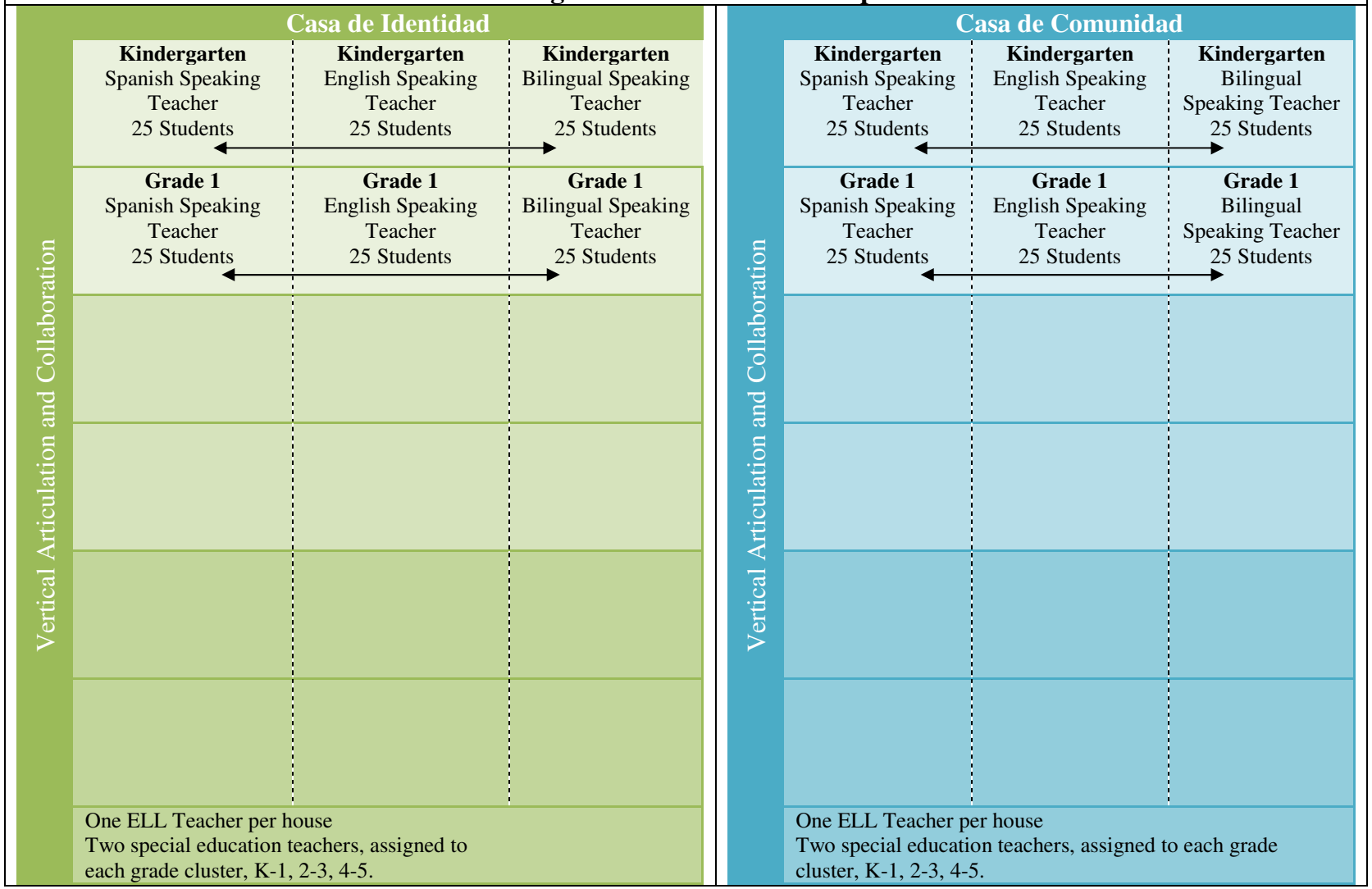
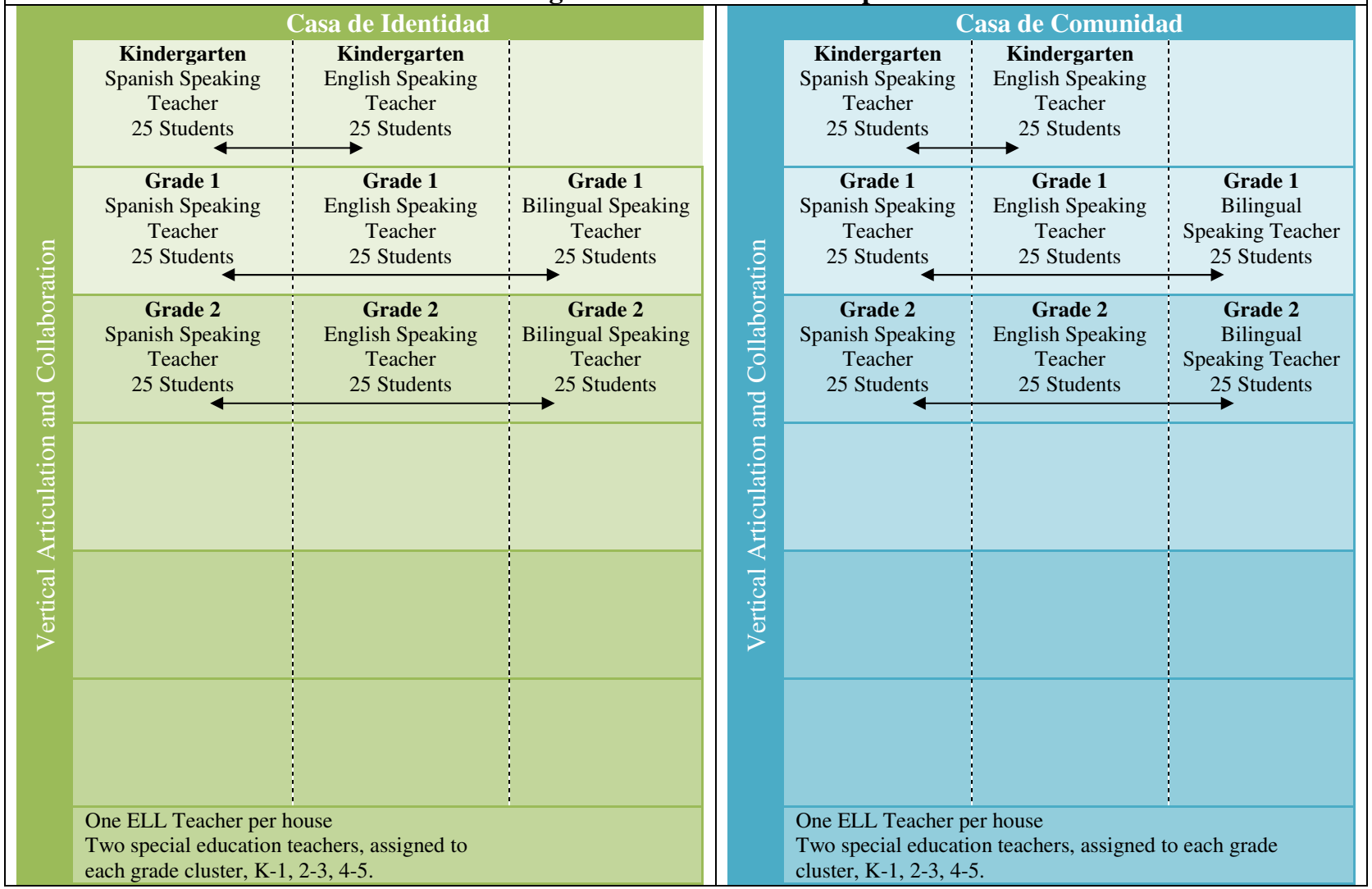
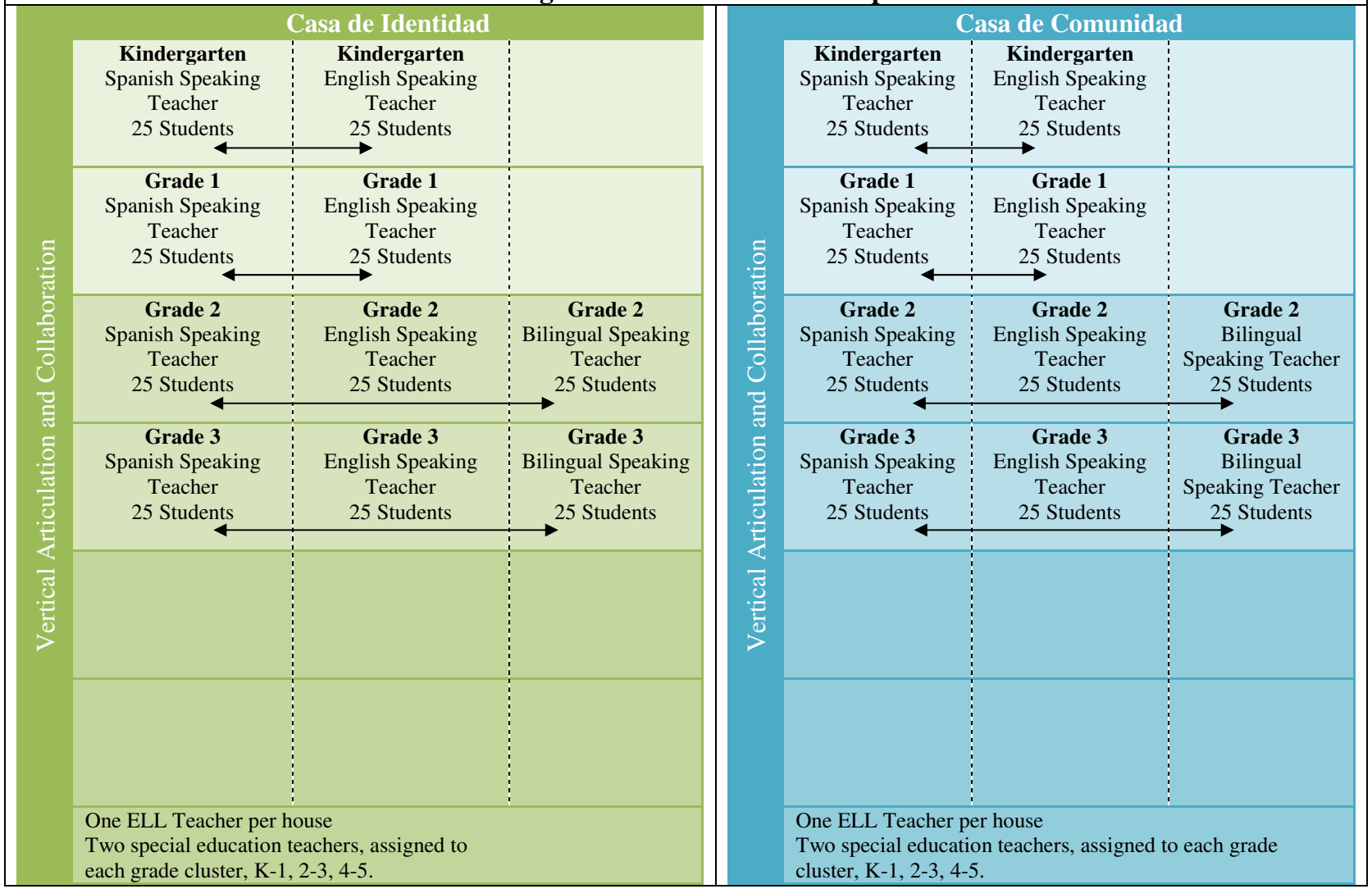
Academia Antonia Alonso
Grade Configurations: Year One of Operations



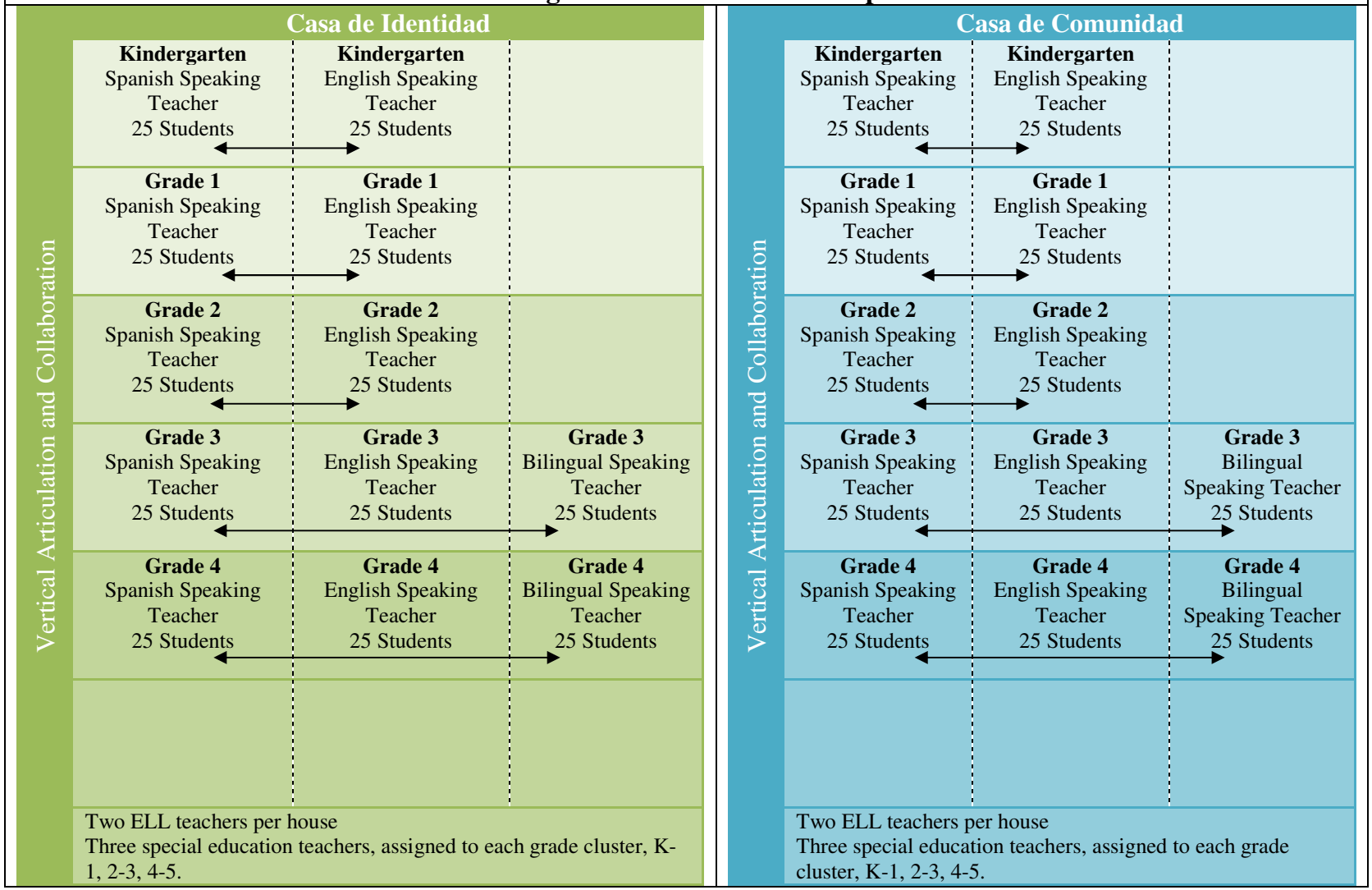
Academia Antonia Alonso
Grade Configurations: Year Two of Operations



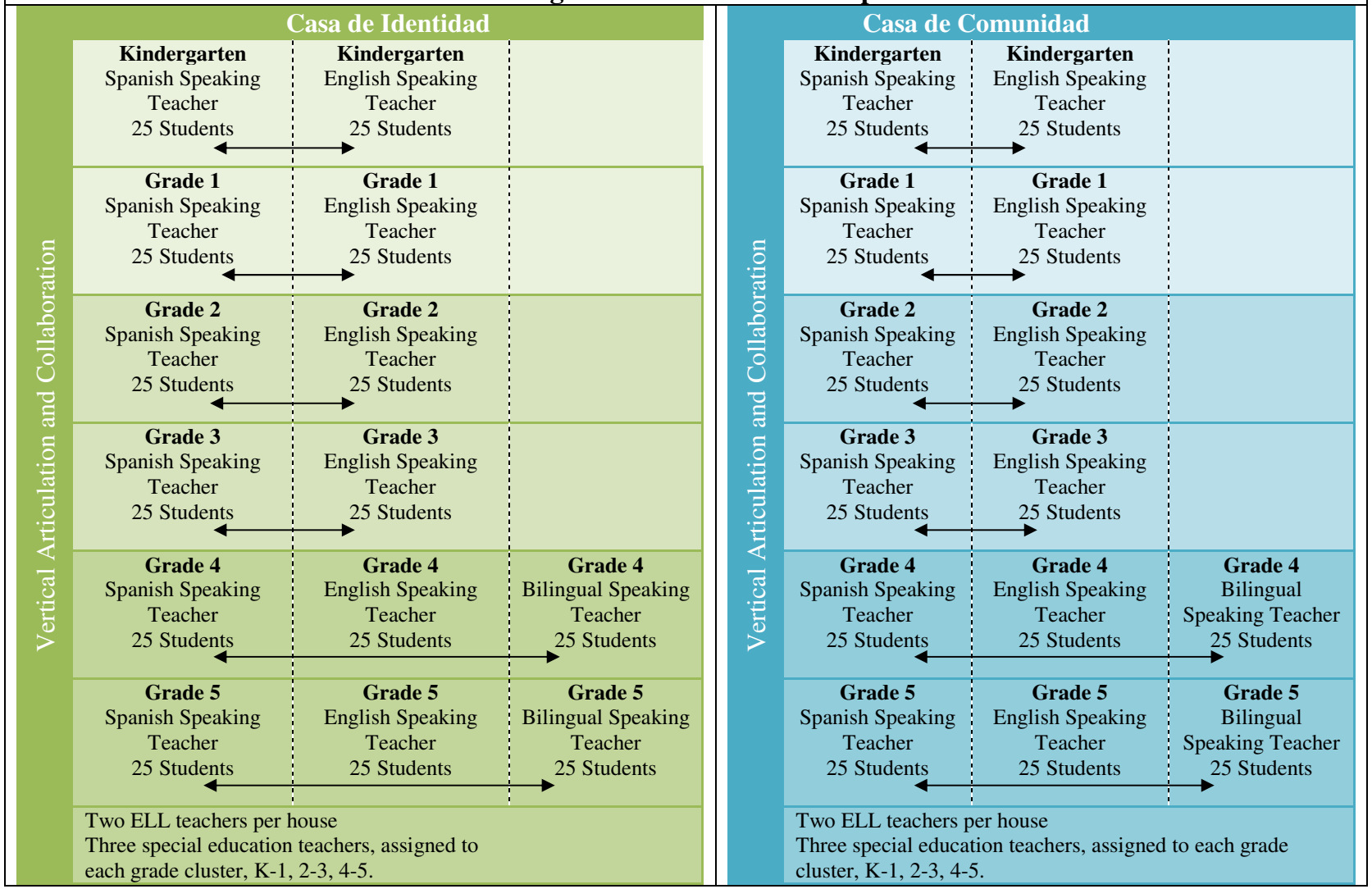
Academia Antonia Alonso
Grade Configurations: Year Three of Operations



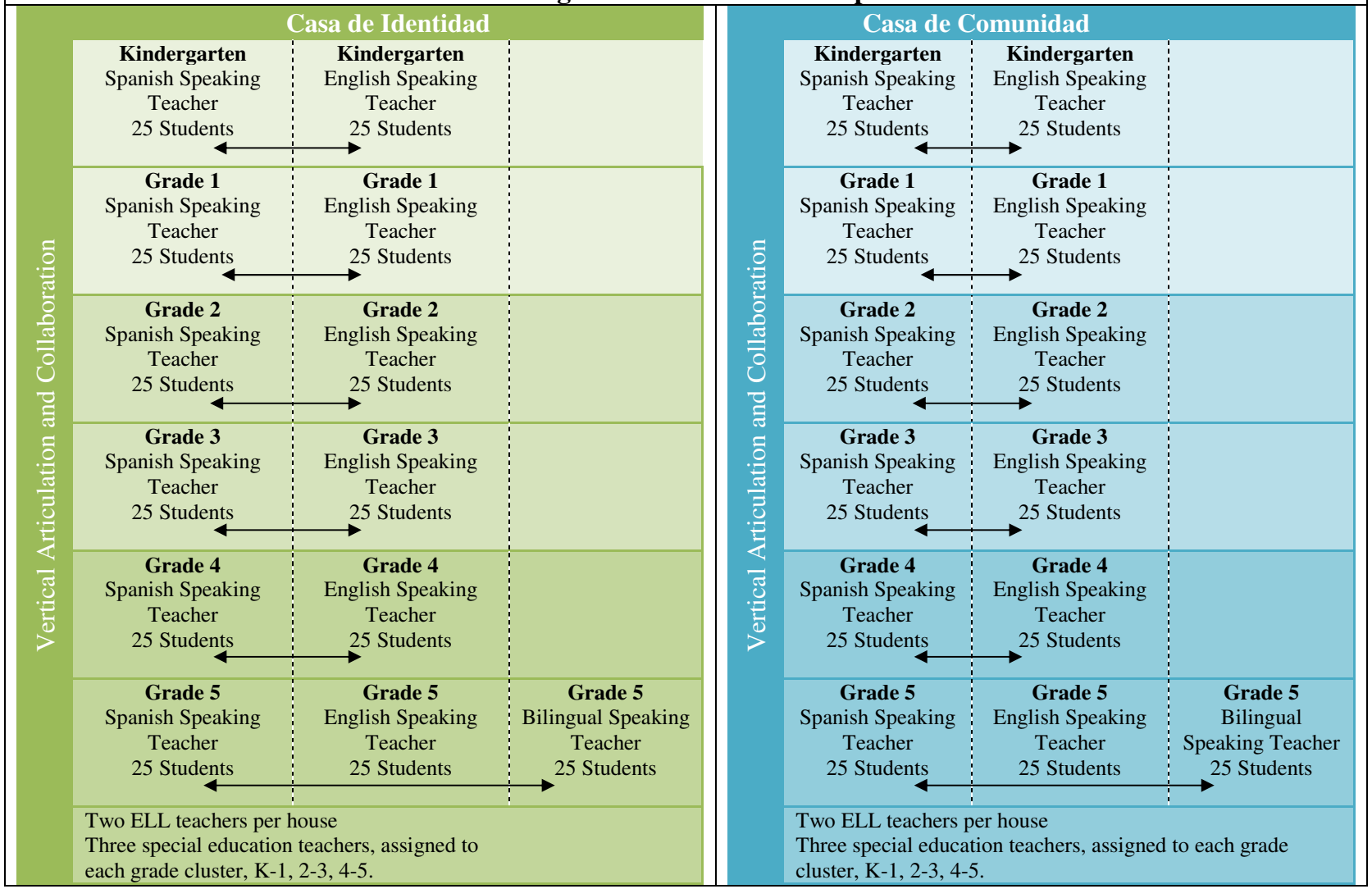
Academia Antonia Alonso
Grade Configurations: Year Four of Operations



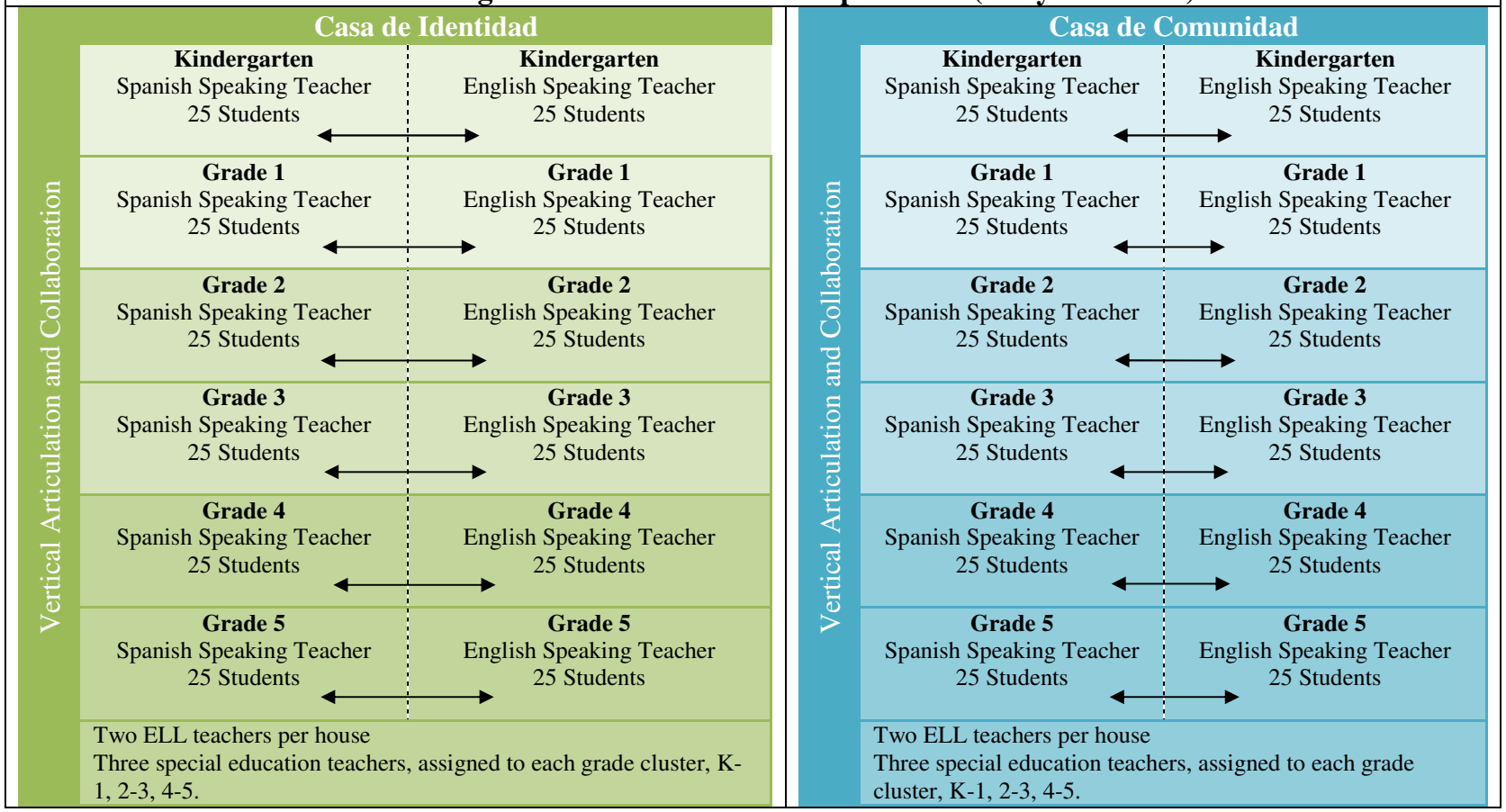
Academia Antonia Alonso
Grade Configurations: Year Five of Operations



Academia Antonia Alonso
Grade Configurations: Year Six of Operations



Academia Antonia Alonso
Grade Configurations: Year Seven of Operations (Fully Built Out)



Guiding Principles for Dual Language Education

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn J. Lindholm-Leary, & David Rogers

2007, Second Edition
Supported by the National Clearinghouse for English Language Acquisition at The George Washington University

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation.

Based on the New Mexico *Dual Language Program Standards* and grounded in research on effective schools, the publication was developed by the Center for Applied Linguistics in 2005 with an expert panel of researchers and practitioners from across the United States, and revised in 2007.

Available online as a free PDF, the *Guiding Principles* can be found at www.cal.org/twi/guidingprinciples.htm.

STRAND 1 *Assessment and Accountability*

Principle 1	The program creates and maintains an infrastructure that supports an accountability process.
Principle 2	Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
Principle 3	The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
Principle 4	Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
Principle 5	Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.

STRAND 2 *Curriculum*

Principle 1	The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.
Principle 2	The program has a process for developing and revising a high quality curriculum.
Principle 3	The curriculum is fully articulated for all students.

STRAND 3 *Instruction*

Principle 1	Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
Principle 2	Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
Principle 3	Instruction is student-centered.
Principle 4	Teachers create a multilingual and multicultural learning environment.

STRAND 4 *Staff Quality and Professional Development*

Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has a quality professional development plan.
Principle 3	The program provides adequate resource support for professional development.
Principle 4	The program collaborates with other groups and institutions to ensure staff quality.

Guiding Principles for Dual Language Education

STRAND 5 *Program Structure*

Principle 1	All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	The program has used a well-defined, inclusive, and defensible process to select and refine a model design.
Principle 5	An effective process exists for continual program planning, implementation, and evaluation.

STRAND 6 *Family and Community*

Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
Principle 3	The program views and involves parents and community members as strategic partners.

STRAND 7 *Support and Resources*

Principle 1	The program is supported by all program and school staff.
Principle 2	The program is supported by families and the community.
Principle 3	The program is adequately funded.
Principle 4	The program advocates for support.
Principle 5	Resources are distributed equitably within the program, school, and district.

Capital City Upper School - Student Achievement Work Plan, 2011-2012:

Student Achievement Goal: Students will consistently utilize assessment for learning practices in service of authentic, high quality work.

This means:

- Assessment for learning strategies will be strategically incorporated into lesson design. (Note: PD will be differentiated to support professional growth- see goal 2).

Links to EL Core Practices:

CP 7: Producing High-Quality Student Work
CP 8: Planning Effective Lessons
CP 9: Delivering Effective Lessons
CP 24: Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement
CP 25: Using Assessment for Learning Strategies on a Daily Basis.

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can design an expedition that enables students to produce authentic, high quality work. • I can use EL Commons to find models to support my expedition planning. • I can reframe and/or create expeditions to emphasize "big ideas" that lend themselves to authentic products. • I can create a model of my anticipated expedition product in order to develop intentional AFL benchmarks. • I can identify several strategies to promote critique, revision, and reflection. • I can reflect on my instruction and expedition product successes in order to determine personal next steps. **I can strategically design lessons with embedded AFL strategies to support students in achieving high quality work.** • ALL STAFF: I can compare and contrast different lesson structures (workshop, inquiry, and protocol). • ALL STAFF: I can design effective workshops (with embedded AFL strategies) and employ them as the foundation to my instruction. • Differentiated support- TBD	• Provide PD time on designated days • Join learning walks • Support model expedition product creation (September 16) • Provide ongoing support through academic consult meetings	Stephanie will: • Provide training on and access to EL Commons (August 18) • Support emphasis on expedition big ideas (August 18—output- school-wide expedition grid) • Provide orientation to the AFL strategies (August 19) • Incorporate staff feedback on the work plan (September 21) • Facilitate PD on lesson design common language- All staff (October 5) • Co-Facilitate a workshop on AFL 6 (focused critique and revision) with Ron Berger (PD- October 19) • Facilitate AFL/critique PD follow-up sessions based on team-identified interests (October 20) • Facilitate differentiated sessions (November 16, December 7, February 8, March 7)	**Evidence of Student Growth** Expedition Products A-Net Data DCAS **Evidence of Teacher Growth** Peer Observations Learning Walks

Capital City Upper School – Culture and Conditions Work Plan, 2011-2012:

Goal: Capital City will establish and refine new school-wide structures including monthly departmental meetings, regular peer observations, and differentiated PD practices in order to maximize consistency and alignment between classrooms and support teachers' individual growth.

Links to EL Core Practices:
CP 34: Cultivating an Expeditionary Learning Culture School-Wide
CP 35: Leading Professional Learning

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can develop and implement a work plan as part of a departmental team in order to support vertical alignment across the school. • I can determine a focus area and theory of action for my department's work. • I can develop a work plan that translates our theory of action into concrete steps. • I can work with my department to implement our work plan. • I can reflect on the efficacy of departmental time and provide suggestions for the following school year. **I can provide constructive feedback and reflect on my own practice through formal and informal peer observations.** • I can explain the structure and function of peer observations. • I can provide descriptive, non-judgmental feedback. • I can adjust my practice based on feedback and my observations of other classrooms. **I can actively support differentiated PD cycles.** • I can select an AFL/lesson design PD cycle that meets my individual PD needs. • I can share my expertise by sharing exemplars from my classroom and/or leading PD.	• Provide PD time for departmental meetings • Support peer observations by compensating teacher time with reciprocal Wednesday work time • Assist in the development of the peer observation schedule • Participate in 4 learning walks and at least one peer observation cycle	Stephanie will: • Provide examples from other EL schools of school structures-department meetings, peer observations, differentiated PD cycles) • Lead 4 peer observation cycles and provide written feedback (October 11/13, December 7/8, February 21/23, May TBD). • Lead 4 learning walks and provide all staff with trends observed • Determine parameters for department work and schedule check-in meetings with departments (September 21, February 22) • Facilitate differentiated PD sessions (see goal 1)	**Evidence of Student Growth** TBD: based on specific departmental work plans **Evidence of Teacher Growth** Peer Observation Cycles (4) Learning Walks (4)

Capital City Upper School - EL Professional Development Plan 2011-2012

Number of direct service days (as designated by MOU): 24

August (independent of MOU)
August 18: Introduction to EL Commons and Revised Core Practices/Expedition Planning Support
August 19: Learning Target 101 (new staff)/Expedition Planning Support

September
September 21: Learning Walk (henceforth LW) #1; PD: Work Plan Feedback; Introduction to Department Meetings; Department Meeting #1

October
October 5: Peer Observation Launch; Common Language around Lesson Design
October 11: Peer Observation Cycle #1A
October 13: Peer Observation Cycle #1B
October 19: LW 2; Critique in Service of High Quality Student Work (with Ron Berger)
October 20: Differentiated Team Support (next steps from critique)

November
November 16: Learning Walk #2; Lesson Design/AFL (differentiated sessions)
November 17: Differentiated Team Support

December
December 7: Peer Observation Cycle #2A; PD: Lesson Design/AFL (differentiated sessions)
December 8: Peer Observation Cycle #2B

January
January 23: Spring Expedition Planning Day
January 25: Learning Walk #3;
January 26: Differentiated Team Support

February
February 8: Lesson Design/AFL (differentiated sessions)
February 9: Differentiated Team Support
February 21: Peer Observation Cycle #3A
February 22: Learning Walk #4; Department Meetings
February 23: Peer Observation Cycle #3B

March
March 6: Differentiated Team Support
March 7: Lesson Design/AFL (differentiated sessions)

May
3 days: Peer Observation #4A and #4B; Implementation Review

June
2 days: staff retreat?

July
Summer days TBD
August
Summer days TBD

EL Institutes:
2 slots to National Conference
2 3 day institute slots

INSTRUCTIONAL SUPPORT TEAM PROCESS

What is the purpose of the Instructional Support Team (IST) Process?

Students who are experiencing either academic or behavioral difficulties at school are referred to the Instructional Support Team (IST). The IST will meet to discuss specific issues relative to the student's success, develop interventions, and attempt to meet the student's need(s) in the general curriculum before moving into a more formal evaluation process.

Who is on the Instructional Support Team (IST)?

The IST consists of the school principal, the academy director (teacher), the student's advisor, special education teacher, the student's LTI Internship mentor (if appropriate), and any specialists who may have an expertise that will be valuable when discussing a specific student and, when appropriate, the school nurse. When appropriate the student and parents will join the team for consultation and to assist in designing the action plan.

How does a student come to the IST's attention?

Teachers/advisors that have a concern regarding a student's success should refer the concern to the IST by completing the referral form. Once information is gathered supporting the identified concerns, the IST will meet to review and discuss the information.

When does the IST meet?

The IST meets on an as-needed basis and is scheduled by the team leader. When a completed IST folder is turned in to the IST coordinator a meeting will be scheduled to review the file and determine the appropriate next steps. The IST also reviews progress/updates status of other students being monitored by the team.

What is included in the IST Folder?

Documentation for the IST process is done by the advisor. The folder should include the following forms:

- ☐ Observation Checklist – completed by classroom teacher
- ☐ Documentation to Support Observations
- ☐ Documentation of Intervention Sheet and Intervention Plan
- ☐ Nurse Data Collection Form
- ☐ Documentation of Conferences Sheet

What happens after the IST meeting?

The IST will either recommend further intervention strategies or develop a plan of action for the student. This information is documented on the IST Meeting Notes form completed each time the team meets to discuss the student.

SAMPLE

Instructional Support Team

Observation Checklist

Student Name: _____ Date : _____

Grade: _____ Advisor/Teacher: _____

Person competing form: _____

Please place a check mark next to the observation points frequently observed and attach any documentation you may have to support your observations

Listening Comprehension

_____ Difficulty understanding spoken language
_____ Difficulty following verbal directions
_____ Difficulty with multi-step directions

Oral Expression

_____ Difficulty expressing thoughts and ideas
_____ Limited speaking vocabulary
_____ Avoids Eye Contact

Reading

_____ Difficulty with letter/word recognition
_____ Difficulty with phonemic awareness
_____ Word guessing
_____ Poor reading fluency
_____ Difficulty with reading comprehension
_____ Difficulty with written directions

Written Expression

_____ Difficulty with spelling
_____ Difficulty with writing speed
_____ Difficulty completing written work
_____ Difficulty with punctuation/sentence structure
_____ Difficulty writing a sentence
_____ Difficulty getting thoughts down on paper
_____ Difficulty organizing thoughts and ideas into a meaningful written product

Mathematics

_____ Difficulty with mathematical computation
_____ Difficulty with mathematical reasoning
_____ Difficulty with number recognition
_____ Difficulty with number concepts

Memory

_____ Difficulty remembering what is seen
_____ Difficulty remembering what is heard
_____ Difficulty retaining information over a period of time
_____ Difficulty recalling previously learned information

SAMPLE

Visual Motor Coordination

_____ Difficulty with fine motor tasks
_____ Difficulty copying from the board
_____ Difficulty producing organized written work (ex. Lining up math problems)
_____ Difficulty with body awareness
_____ Difficulty with motor planning

Attention/Organization

_____ Difficulty beginning a task
_____ Difficulty with time management
_____ Difficulty maintaining attention
_____ Easily distracted
_____ Loses or forgets work
_____ Difficulty with organization of school supplies/materials/ personal property
_____ Difficulty completing tasks
_____ Difficulty with change in routine
_____ Overactive
_____ Underactive

Social/Emotional

_____ Lacks motivation
_____ Lacks self-control
_____ Easily frustrated
_____ Displays learned helplessness
_____ Sudden changes in moods
_____ Inconsistent classroom performance
_____ Needs constant approval
_____ Interrupts and distracts class
_____ Aggressive toward others
_____ Shy or withdrawn
_____ Difficulty interpreting social cues
_____ Difficulty making and keeping friends
_____ Does not follow classroom rules
_____ Does not accept responsibility for own behavior
_____ Violates the rights of others
_____ Easily influenced by others
_____ Inappropriate responses under otherwise normal circumstances

Speech/Language

_____ Articulation concerns
_____ Unusual voice quality
_____ Limited vocabulary

Additional Comments:

_____
_____
_____
_____
_____

SAMPLE

INSTRUCTIONAL SUPPORT TEAM
Nurse Data Collection Form

Student Name: _____ Date : _____

Grade: _____ Advisor/Teacher: _____

Person competing form: _____

Health Assessment

Height: ☐ Short ☐ Average ☐ Tall

Weight: ☐ Underweight ☐ Appropriate for height ☐ Overweight

Vision: Right eye: _____ Left eye: _____ Date of screening: _____

Follow up: _____

_____

Hearing: Right ear: _____ Left ear: _____ Date of screening: _____

Follow up: _____

_____

Medical problem/medications: _____

_____

_____

_____

Other information that may be relevant to the team: _____

_____

_____

_____

_____

SAMPLE

INSTRUCTIONAL SUPPORT TEAM DOCUMENTATION OF INTERVENTION SHEET

Student's Name: _____ Advisor/Teacher: _____

Specific skill or behavioral objective targeted: _____

_____

_____

Strategy, accommodation, action plan or intervention	Date initiated	Person responsible	Progress/Outcome

SAMPLE

Academic Intervention Plan

STUDENT _____ GRADE _____ TEACHER _____ DATE _____

Concerns	Data to Support Concerns

Assessment Plan

Type of Assessment	Dates of Administration/Frequency	Results/Progress

Academic Intervention Plan

Teachers will	*Student will*	*Parents/Guardians will*
I. Individual Work and Goals _____ _____ _____ _____ _____ _____ _____ II. Small Group Work _____ _____ _____ _____ _____ _____ _____ _____ III. Other _____ _____ _____ _____ _____ IV. Parent Communication _____ _____ _____ _____ _____	I. At school _____ _____ _____ _____ _____ _____ _____ _____ _____ II. At home _____ _____ _____ _____ _____ _____ _____ _____ III. Other _____ _____ _____ _____ _____ _____	I. At home _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ II. Other _____ _____ _____ _____ _____ _____ III. Communication with Teacher _____ _____ _____ _____ _____ _____

_____ _____ _____

Teacher Signature *Student Signature* *Parent Signature*

Record of Parent/Guardian Contacts and Notes

Purpose *Date*

Notes:

Purpose *Date*

Notes:

Purpose *Date*

Notes:

Purpose *Date*

Notes:

Purpose *Date*

Notes:

Instructional Support Team Documentation of Conference Form

Student's Name: _____ Person Conducting Conferences: _____

Conference with last year's advisor (when applicable)	Teacher's name:	Date:	Data/Result:
Conference with parent	Name:	Date:	Data/Result:
Conference with others who have a particular knowledge about this child	Name:	Date:	Data/Result:
Conference with current advisor	Name	Date:	Data/Result:

SAMPLE

INSTRUCTIONAL SUPPORT TEAM
Meeting Notes

Student Name: _____ Grade: _____ Meeting Date: _____

Advisor/Teacher: _____ Person competing form: _____

	Name	Position
Present at the meeting:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Meeting Notes:

Action Plan:

Task:	Person Responsible:	Date Due:	Comments:

SAMPLE

ACADEMIC AND BUSINESS SERVICES AGREEMENT
By and Between
Innovative Schools Development Corporation and
XXXXX Charter School

This Academic and Business Services Agreement (the "Agreement") is made and entered into as of Date (the "Effective Date") by and between Innovative Schools Development Corporation, a Delaware non-profit organization ("IS"), and the **XXXXX** Charter School, a Local Education Agency (the "School," and the School together with IS, each a "Party" and collectively the "Parties").

WHEREAS, IS is a charter management organization;

WHEREAS, on the Effective Date the Authorizer (as defined below) granted the School authority to operate a charter school;

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

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

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

1. DEFINITIONS

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

"Arbitration Rules" has the meaning set forth in Section 11.2.

"Authorizer" shall mean either a local public school district or the Delaware Department of Education (DDOE) with the approval of the State Board of Education.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and IS to organize and operate the School, and which includes the final charter application.

"Charter School Law" means the laws permitting the creation of charter schools in Delaware as defined in Title 14, Chapter 5 of the Delaware Code and its implementing regulations.

SAMPLE

"Claims" has the meaning set forth in Section 9.2.

"Confidential Information" means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and (iv) the Marks and Proprietary Information. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information shall not include any information that is required to be disclosed by a order from a court or governmental agency (provided that the Party making such disclosure provides prior notice to the other Party if allowed by the court or agency).

"Deductible" has the meaning set forth in Section 9.4.

"Dispute" has the meaning set forth in Section 11.2.

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

"Facility Contract" means the lease or other contract for the use of a Facility under an agreement with the leasing party, if applicable.

"FERPA" has the meaning set forth in Section 6.7.

"Indemnified Claims" has the meaning set forth in Section 9.2.

"Indemnified Party" has the meaning set forth in Section 9.6(a).

"Indemnifying Party" has the meaning set forth in Section 9.6(a).

"Initial Term" has the meaning set forth in Section 10.1.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to IS. Such materials shall include, but are not limited to, "Innovative Schools," "Innovative Schools: The Center for School Innovative, Inc.," and "Innovative Schools Development Corporation."

SAMPLE

"Minimum Enrollment Levels" are the levels set forth in Section 6.3. The Minimum Enrollment Levels shall be calculated based on the actual student enrollment of the School as calculated by September 30th during each year of the contract.

"Opening Date" has the meaning set forth in Section 6.3.

"Operating Board" means the Operating Board of the Charter School.

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Proprietary Information" means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by IS, its employees, agents or subcontractors.

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

"Renewal Term" has the meaning set forth in Section 10.1.

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

"Operations Manager" means the senior-most School employee who manages non-instructional operations.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"Service Fee" has the meaning set forth in Section 7.4.

"State" means the State of Delaware.

"Term" has the meaning set forth in Section 10.1.

"Termination Assistance Period" has the meaning set forth in Section 10.7.

"Termination Notice" has the meaning set forth in Section 10.2(b).

"Third Party Claim" has the meaning set forth in Section 9.6.

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

SAMPLE

"School Model" means the educational model based on the chosen school design's curriculum and school model, described in the Charter Contract.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of IS.

IS represents and warrants as follows:

(a) Organization. IS is a non-stock, non-profit organization duly organized under the laws of the state of Delaware, with the legal ability to contract to provide educational management services. IS shall notify the School of any change in its corporate status, and will make no change that materially alters this Agreement.

(b) Authority. IS is authorized to do business in the State. IS has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of IS, enforceable against IS in accordance with its terms.

(c) Full Disclosure. No representation or warranty of IS herein and no statement, information or certificate furnished or to be furnished by IS pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will intentionally omit a material fact which renders the representation misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of IS, threatened before any Regulatory Authority which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse affect upon this Agreement. No such judgment, order, decree or award has been entered against IS which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of IS, threatened before any Regulatory Authority involving IS which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(e) Conduct of IS. IS has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to IS, which include, but are not limited to the Internal Revenue Code, the Delaware Corporation Law and the Charter Schools Law.

2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

SAMPLE

(a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, a corporation duly organized under the laws of Delaware, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) Authority. Subject to the last two sentences of clause (a) above, the School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.

(c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit a material fact that renders the disclosure misleading.

(e) Conduct of the School and the Operating Board. The School has complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the Delaware Corporation Law, the open records and meetings laws of Delaware, and the Charter Schools Law. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide IS with copies of all such records, and to allow IS to, at IS' discretion, assist with the preparation and retention of such records.

(f) Due Authorization. The Operating Board is duly authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the

SAMPLE

educational program outlined in the Charter Contract. **Regardless of the delegation of any duties to IS, the School shall at all times retain all rights, responsibilities, and ultimate accountability under the Charter Contract**.

3. AUTHORITY

3.1Delegation of Authority to IS

The School hereby authorizes IS to undertake the functions specified in this Agreement in regards to the business and academic services of the School on behalf of the School, it being understood that, at all times, IS remains accountable and subject to the oversight of the School, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes IS to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in IS' good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Operating Board, and that IS provides prior notice to the School if any such other material action is to be taken by IS.

3.2 IS Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, IS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge IS from any obligation or liability under this Agreement. IS shall, upon the request of the Operating Board, provide an annual list indicating the functions or services it expects to subcontract the following fiscal year that it is obligated to provide hereunder.

3.3 State Board of Education Authority

Nothing in this Agreement shall be construed in any way to limit the authority of the Delaware State Board of Education, including, but not limited to, the authority to take and enforce action pursuant to **Title 14, Chapter 5, §515 of the Delaware Code.**

3.4 Conflict with Charter

Subject to Section 11.14, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF IS

In exchange for the Service Fee described in Section 7.4 and paid by the School to IS, IS will provide the following services as and to the extent more specifically described in the balance of this Article 4 (which more specific descriptions shall control):

(a) Providing comprehensive program design through the School Model, including curriculum development and implementation, instructional oversight, the development,

SAMPLE

administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;

(b) Recruiting the Principal, teachers, and administrators;

(c) Training and evaluating the Principal;

(d) Providing professional development for teachers;

(e) Preparing a budget and monthly financial statements;

(f) Providing payroll and bookkeeping services;

(g) Researching and recommending an auditor to the Operating Board and serving as a liaison with the auditor;

(h) Coordinating purchasing;

(i) Selecting and managing benefits plans for School employees;

(j) Maintaining human resource files for School employees;

(k) Facilitating the School's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;

(l) Completing required foundation and government reports, including, but not limited to the School's annual report;

(m) Develop and execute plan for student recruitment, including development of recruitment materials;

(n) Providing marketing and advocacy for the School; and

SAMPLE

(o) Conducting a school accountability inspection every year.

IS may, but is not obligated to, provide additional services for additional compensation. IS may perform functions off-site, except as prohibited by State law. IS may utilize web-based systems to provide support and counsel to the School. IS shall, upon the request of the Operating Board, provide an quarterly report indicating the services IS has provided to the school, as contemplated by this Agreement.

4.1 Curriculum.

IS shall support the School in implementing the School Model and curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities, and such waiver has been approved by the Operating Board. IS will provide the School with information and systems for implementing the program and the curriculum. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

4.2 Student Evaluation.

IS shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. The School shall, with IS' assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with IS' assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. IS and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

4.3 Annual Audit.

IS shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of IS, needed to complete an annual audit of the School.

4.4 Budget and Financial Statements.

On or before May 1 of each year, IS will work closely with the School to provide the School with a projected budget for the next fiscal year, for review and approval by the Operating Board. The annual budget for the School shall provide for payment of all operating expenses related to the operation or opening of the School, including, but not limited to: disbursement to IS of certain expenses including IS' Service Fee; compensation for School employees, including salary and benefit costs; debt payments owing and owed to IS by the School; marketing and public relations costs; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees.
With respect to these items, IS may act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget expenditures out of funds available therefore from the School bank accounts, from which the School shall give IS authority to remit payments. The

SAMPLE

School shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Article 8, which property shall be the sole and exclusive property of IS, subject to the provisions of Article 8. IS shall have no responsibility to make any purchases on behalf of the School or to act as disbursement agent for the School unless and until the funds for such expenditures are in the School bank accounts to which IS has access.
The budget shall grant certain levels of discretion to the Principal, within parameters established by the Operating Board.

IS, working closely with the Operations Manager, shall also:

(a) prepare monthly financial statements for review and approval by the Operating Board;

(b) Prepare and provide unaudited monthly financial information in conformance with state regulations;

(c) record and track income and expenses related to all contracts and grants;

(d) process all cash receipts and accounts payable in accordance with Department of Finance, Division of Accounting regulations;

(e) prepare and input information for checks through FSF system;

(f) reconcile the checking accounts each month;

(g) provide payroll service and maintain payroll records;

(h) provide state reports and checking account reconciliations;

(i) provide IT support services

4.5 Principal.

Because the accountability of IS to the School is an essential foundation of this relationship, and because the responsibility of the Principal of the School is critical to its success, the School delegates to IS the authority and responsibility, consistent with State law, to recruit, supervise, and make hiring and firing recommendations regarding the Principal and to hold him or her accountable for the success of the School, subject to the provisions herein.

IS shall have the right to determine initial selection criteria for the Principal, select and interview final round candidates, make a hiring recommendation to the School, and present the proposed terms of the Principal's employment to the Operating Board, including therein the duties and compensation of the Principal. The Board of Trustees may interview the Principal candidate recommended by IS. Within two weeks of said recommendation, the School shall

SAMPLE

follow IS' hiring recommendation unless at least 80% of seated non-IS-affiliated board members vote to reject said recommendation.

The Principal shall be an employee of the School, but the Principal work closely with IS and coordinate the management of the School with IS. IS shall have the right to make the recommendation to the School to fire the Principal. Within two weeks of aid recommendation, the School shall follow IS' firing recommendation unless at least 80% of seated non-IS-affiliated board members vote to reject said recommendation. IS will (a) provide an intensive leadership training program for the Principal, (b) conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

4.6 Teachers and Other School Personnel.

IS shall have the responsibility to recruit teachers and non-teaching administrators and personnel for the School. The Principal shall have the final authority to hire such teachers and other personnel. The Principal shall have the final authority to terminate the employment of School employees, although IS may recommend termination of a School employee.
The Principal shall have the authority to determine the compensation of all School employees, within the constraints of the budget adopted by the Operating Board.

IS, in conjunction with the Principal, shall perform the following personnel functions:

(a) determining staffing levels and compensation ladder;

(b) determining staff responsibilities;

(c) providing counsel as to evaluation and discipline of personnel;

(d) initial training in the chosen school model to be employed by the School, curriculum, program, and technology to all teaching personnel;

(e) training all non-teaching personnel as IS determines is necessary.

Over time, IS will assist the School (specifically the Principal) in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the chosen School Model methodology. IS will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training. Should there be a change in Principal at the School, IS will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

4.7 Equipment and Information Technology.

SAMPLE

IS will manage the School's start-up process, and facilitate the purchase, at the School's expense, of desks and other furnishings, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school.

IS will facilitate the School's purchase and procurement of information technology equipment and services. In addition, IS will provide the following computer and information technology support to the School:

(a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;

(b) providing general desktop support to the School staff;

(c) recommending and ensuring the effective implementation of a data back-up protocol.

All technology software and equipment will be paid for by the School, unless otherwise specified by IS. IS will pay for ongoing technology services approved by IS.

4.8 School Inspection.
IS will conduct a thorough school inspection and evaluation every year.

5. DUTIES AND OBLIGATIONS OF THE SCHOOL
In addition to the duties and obligations expressly set forth in Article 4, the School (and IS) shall have the following duties and obligations:

5.1 Annual Audit.
The School shall pay for an annual audit of the School to be conducted in compliance with State law and regulations, and identifying the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Operating Board. IS shall help to identify and recommend the certified public accountant.

5.2 Legal Services.
The School shall arrange and, if necessary, pay for its own legal services. IS shall help identify and recommend a legal service provider.

5.3 Accounting, Bookkeeping, Procurement, and other Financial Functions.
The School shall be responsible and accountable for the following financial functions:

(a) payment of School expenditures with School funds;

(b) maintenance of adequate cash balances to cover payroll and payments to vendors;

(c) payroll, in accordance with Section 5.5;

SAMPLE

(d) transfer to IS of all relevant financial information;

(e) coding of all vendor invoices and deposits before sending the information to IS;

(f) delivery of all vendor invoices and contract and grant information to IS in a timely fashion;

(g) availability for consultation with IS staff during normal business hours.

IS shall provide initial training to the Operations Manager in the use of the financial management software selected by IS, and shall provide support and oversight as may pertain to the functions listed above. IS shall also work closely with the Operations Director to ensure accurate and timely financial reporting to the Operating Board and funding agencies, including but not limited to the Delaware Department of Education and the Delaware State Board of Education.

5.4 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments will be made through the state's automated payroll system.

5.5 Power and Authority.

The School shall ensure that IS has the requisite power and authority necessary to carry out the duties of IS under this Agreement.

5.6 State and Federal Waivers.

Subject to prior notice to the Operating Board, the School shall, with IS' assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the School Model, except as required for the ordinary operation of the school.

5.7 Evaluation of IS

The Operating Board will offer an annual written evaluation of IS' performance after the conclusion of each school year and no later than July 1st.

6. OPERATION OF THE SCHOOL

6.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. IS may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld.

SAMPLE

6.2 Recruitment and Admission.
IS and the School shall be jointly responsible for the recruitment of students in accordance with the Charter School Law, but IS' involvement in recruitment of students shall not give rise to any liability of IS, including, without limitation, liability for the failure of enrollment to support the School's budget, and shall not limit IS' right to terminate this Agreement pursuant to Section 6.4. Application to the school shall be in accordance with Title 14, Chapter 5, §504A (9). Admission shall be open to all individuals who reside within Delaware on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment in the School than there are spaces available, students shall be selected to attend using a random selection process. Preference criteria for admission shall be in accordance with those defined in Title 14, Chapter 5, §506.

6.3 Minimum Enrollment Levels.
The School will first open on or about August 2013 (the "Opening Date") with students in XXX to XXX provided the Minimum Enrollment Level is met. Should the School fail to achieve the Minimum Enrollment Level prior to the Opening Date, this Agreement may be terminated by IS upon 15 days written notice to the School. The Minimum Enrollment Level for each year of this Agreement shall be:

Year 1 – School year beginning in 2013 TBD
Year 2 – School year beginning in 2014 TBD
Year 3 – School year beginning in 2015 TBD
Year 4 – School year beginning in 2016 TBD
Year 5 – School year beginning in 2017 TBD

6.4 School Day and Year for Students.
The normal school day shall be approximately XXX hours. The normal school year will consist of approximately XXX days of regular instruction for students. The School's calendar shall be developed annually by the Principal in consultation with IS, and shall extend from on or about XXX to on or about XXX with scheduled vacations.

6.5 School Policies
The School and IS are committed to the success of the educational program set forth in the School Model and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, IS shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the School Model; and the School shall exercise good faith in considering and adopting IS' recommendations, so that the School Model may be properly implemented.

6.6 Due Process.
With regard to student disciplinary matters, the School shall act in accordance with State and federal law. The School shall provide students due process hearings in conformity with the

SAMPLE

requirements of State and federal law regarding discipline, special education, confidentiality and access to records.

6.7 Family Educational Rights and Privacy Act.

The School hereby designates employees of IS as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). IS, its officers and employees shall comply with FERPA at all times.

7. FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility.

The Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from Delaware the per pupil allowance which the School is entitled under applicable law. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. IS shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit IS to review any such applications and reports prior to their submission, and IS shall have the right to assume control of the application and report process if and to the extent it reasonably deems it appropriate to do so.

7.2 Donations and Grants.

Both the School and IS may solicit and receive grants and donations consistent with the mission of the School.

7.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

7.4 Service Fee.

For the 12-month period beginning on July 1, 2012 (FY13), the School shall pay IS a total Planning Year Service Fee of $XXX which will be divided into 4 equal monthly installments to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2012-September 2012
January 1st: October 2012- December 2012
April 1st: January 2013- March 2013
June 30th: April 2013- June 2013

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

SAMPLE

For the 12-month period beginning on July 1, 2013 (FY 2014), the School shall pay IS a total Operating Year 1 Service Fee of $XXX which will be divided into 4 equal monthly installments of $XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2013-September 2013
January 1st: October 2013- December 2013
April 1st: January 2014- March 2014
June 30th: April 2014- June 2014

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2014 (FY 2015), the School shall pay IS a total Operating Year 2 Service Fee of $XXX which will be divided into 4 equal monthly installments of $XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2014-September 2014
January 1st: October 2014- December 2014
April 1st: January 2015- March 2015
June 30th: April 2015- June 2015

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2015 (FY 2016), the School shall pay IS a total Operating Year 3 Service Fee of $XXX which will be divided into 4 equal monthly installments of $XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2015-September 2015
January 1st: October 2015- December 2015
April 1st: January 2016- March 2016
June 30th: April 2016- June 2016

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

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For the 12-month period beginning on July 1, 2016 (FY 2017), the School shall pay IS a total Service Fee of $XXX which will be divided into 4 equal monthly installments of $XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2016-September 2016
January 1st: October 2016- December 2016
April 1st: January 2017- March 2017
June 30th: April 2017- June 2017

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

Any additional services requested by the school and rendered by IS not covered in services outline in this contract will require an addendum to the contract wherein any additional payment terms will be outlined and mutually agreed upon by both parties.

7.5 IS Not Required to Make Loans or Advances.
IS shall have no obligation to advance or loan any funds to the School.

8. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION

8.1 Marks and Proprietary Information.
The School agrees that to the extent permitted by law, IS and all associated sub-contractors shall own all Marks and all Proprietary Information, provided that the School shall have the non-exclusive, perpetual, and royalty-free license to use the Proprietary Information for the purpose of operating the School (the "License"). IS and all associated subcontractors shall have the sole and exclusive right to license such materials for use by other school districts or customers or to modify and/or sell such material to other school districts and customers. During the Term, IS and associated sub-contractors may disclose such Proprietary Information, including that which is currently in existence as well as that which may be created in the future. The School shall not disclose, publish, copy, transmit, modify, alter or utilize such Proprietary Information during the Term or at any time after the expiration of this Agreement other than to the extent necessary for implementation of this Agreement or the operation of the School. The School shall use such efforts as may be reasonably requested by IS to assure that no School personnel or agents disclose, publish, copy, transmit, modify, alter or utilize IS' Proprietary Information without IS' prior written consent, except as required for the operation of the school.

8.2 Treatment of Confidential Information.
(a) Confidential Information. The School acknowledges that prior to the Term, IS may have disclosed, and during the Term IS may disclose, Confidential Information to the School. The School agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the

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School will not use Confidential Information for any purpose other than those provided for herein or the operation of the School.

(b) Protection of Confidential Information. The School shall preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to any persons, entities, and/or firms other than those authorized by IS to receive such information, except in connection with the operation of the School.

(c) Use of Confidential Information. The School agrees that the Confidential Information: (i) shall be used solely in furtherance of this Agreement or the operation of the School, and shall not otherwise be used for the benefit of others; (ii) shall not be copied or reproduced by the School without the express written permission of IS, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement or the operation of the School; and (iii) shall not be disclosed to any third party without the prior written consent of IS, except in connection with the operation of the School. The School agrees that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the School becomes aware of any infringement or alleged instance of infringement, the School agrees to notify IS promptly in writing.

(d) Return of Confidential Information. The School will promptly deliver to IS any and all Confidential Information, including all written and electronic copies, in the School's possession or control upon termination or expiration of this Agreement or upon request by IS, except in connection with the operation of the School.

(e) Rights to Confidential Information. Except as required for the Parties' performance hereunder or the operation of the School, nothing in this Agreement shall be construed to require IS to provide, or to entitle the School to obtain, any Confidential Information or any rights therein. The School agrees that these confidentiality obligations shall survive the expiration or termination of this Agreement for five years.

(f) Specific Performance. In addition to all of the remedies otherwise available to IS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, IS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of IS' remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that IS' rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

9. INDEMNIFICATION

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9.1 Survival of Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

9.2 Indemnification of the School.

IS shall hold the School and its trustees, officers, successors, assigns, and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in *The Wall Street Journal*, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of, directly or indirectly, any breach or violation of IS representations, warranties, covenants, or agreements contained in this Agreement.

9.3 Indemnification of IS

The School shall hold IS, trustees and affiliates, and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them, harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of, directly or indirectly, any breach or violation of the School's representations, warranties, covenants or agreements contained in this Agreement.

9.4 Limitation on Claims of the School

Notwithstanding anything in this Agreement to the contrary, IS shall have no liability for any Claim and IS shall have no obligations or liabilities pursuant to Section 9.2:

(a) until the aggregate of the Claims suffered or incurred by the School exceeds Five Thousand Dollars ($5,000) (the "Deductible"). After the Deductible has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by the School, the amount of any income tax savings actually realized by the School as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) to the extent such liabilities exceed the lesser of (i) the Service Fee paid to IS during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received by the School for an insured event under insurance policies referenced in this Agreement; and

(c) if the claim for indemnification is made pursuant to Section 9.2, to the extent that IS can demonstrate that the School had, prior to the effective date of this Agreement, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the effective date of this Agreement.

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9.5 Limitation on Claims of IS

Notwithstanding anything in this Agreement to the contrary, the School shall have no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

(a) until the aggregate of the Claims suffered or incurred by IS exceeds the Deductible. After the Deductible has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by IS, the amount of any income tax savings actually realized by IS as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) to the extent such liabilities exceed the lesser of (i) the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received by IS for an insured event under insurance policies referenced in this Agreement; and

(c) if the claim for indemnification is made pursuant to Section 9.3, to the extent that the School can demonstrate that IS had, prior to the effective date of this Agreement, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the effective date of this Agreement.

9.6 Indemnification of Third-Party Claims

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

(a) Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Article 9, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

(b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the

SAMPLE

defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

(c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result

(d) of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.7 Payment

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.8 Adjustment of Liability

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

10. TERM AND TERMINATION

10.1 Term.

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This Agreement shall have an initial term commencing on the Effective Date and ending on the anniversary of the Effective Date in the year of the first renewal of the charter (the "Initial Term") In no event shall any such renewal or renegotiations extend beyond the effective date of any subsequent Charter Contract granted by the Authorizer.

10.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:

i. IS becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, makes an assignment for the benefit of creditors, or does not have sufficient financial resources to perform its obligations under this Agreement in the ordinary course;

ii. a Regulatory Authority has revoked any license which may be required for IS to carry on its business and perform its obligations and functions under the Charter Contract;

iii. IS violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;

iv. IS materially breaches any of the material terms and conditions of this Agreement, which results in material adverse consequences to the School;

v. the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" section of the Charter application, after a period of at least three years from the Effective Date of this Agreement;

vi. the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;

vii. the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State statute, or does so; or

viii. the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

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ix. If sufficient funds are not appropriated by the schools, or other appropriate federal or state agency, to sustain in whole or in part the CMO's performance under this agreement; or if such appropriation is reduced such that the amount of the appropriation is insufficient to sustain said performance.

(b) IS Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give IS written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, IS shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, the School may immediately terminate the Agreement.

(c) If the School terminates this Agreement in accordance with Section 10.2(a)(v) the school will owe IS any services rendered, but yet unpaid for up to the last day of services the date and amount of which is to be mutually agreed upon in writing by both parties.

10.3 Termination by IS.

IS may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, IS may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:

i. the School materially breaches any of the material terms and conditions of this Agreement;

ii. the School fails to comply with its Certificate of Incorporation or Bylaws and such failure materially and adversely affects the ability of the school to operate as contemplated by this Agreement;

iii. the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to IS or to the School;

iv. the School takes any action which materially interferes with the ability of IS to perform under this Agreement;

v. the School's Operating Board overrides IS' recommendation to terminate the employment of a Principal, or overrides more than two (2) of IS' hiring recommendations, as described in Section 4.5;

vi. the School refuses or willfully fails to follow any direction of IS related to implementation of the School Model;

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vii. the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;

viii. the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State statute, or does so; or

ix. the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), IS shall give the School a Termination Notice specifying the section of this Agreement upon which IS is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, IS may immediately terminate the Agreement.

(c) Inadequate Fee. IS may terminate this Agreement in the event that the school has insufficient funds to sustain in whole or in part the IS' performance under this agreement; or if funding to the school is reduced such that the amount of the funds are insufficient to sustain said performance.

(d) If the School terminates this Agreement in accordance with any of the provisions in Section 10.3 the school will owe IS any services rendered, but yet unpaid for up to the last day of services, the date and amount of which is to be mutually agreed upon in writing by both parties.

10.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

10.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

10.6 Payment of Service Fee.

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Upon termination of this Agreement, the School shall pay IS any previously unpaid portion of the Service Fee for services performed by IS until the time of termination.

10.7 Assistance Following Termination by IS.

In the event of termination of this Agreement by IS, IS shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another School management plan. During the Termination Assistance Period, IS will be entitled to receive and the School shall continue to pay IS' Service Fee and shall reimburse IS for all reasonable expenses incurred by IS in providing such transition assistance.

10.8 Marks and Proprietary Information.

Subject to the License, upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School's corporate name or documents includes any of the Marks, including but not limited to the IS or any of IS' sub-contractors' name and logo, and unless expressly agreed to in writing by IS, the School shall immediately change such name so that it does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.

11. MISCELLANEOUS

11.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the state of Delaware, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of Delaware and shall govern. If any action is brought to enforce an arbitral award rendered pursuant to Section 11.2, venue for such action shall be in the courts of

Delaware located in the School's county or the courts of the United States serving Delaware. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

11.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a claim by IS relating to its intellectual property rights (including under Article 8 or Section 10.9 of this Agreement), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty days

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from the notice of intent to negotiate, either Party may give written notice to the other (in accordance with Section 11.10) that the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) Binding Arbitration Except With Respect to Intellectual Property. Any Dispute, except for a claim by IS relating to its intellectual property rights (including under Article 8 or Section 10.9 of this Agreement), will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the "Arbitration Rules"), except as stated below in this clause (b). A claim by IS relating to its intellectual property rights (including under Article 8 or Section 10.9 of this Agreement) shall not be subject to arbitration absent further agreement by the parties. Within seven calendar days following the giving by either Party of a written notice to arbitrate, (1) each Party shall designate its panel representative and (2) the Party giving notice to arbitrate shall also give notice to Delaware Department of Education of such intent to arbitrate, and shall request that such office designate a third representative. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence in its behalf, but strict rules of evidence shall not apply. The arbitrators shall permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the matters in controversy together with their award. They shall issue their award within 30 days following the close of the hearing, and judgment upon the award may be entered in any court having jurisdiction thereof.

(c) Notices. All notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the Notice provision of this Agreement.

(d) Award, Confirmation. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages. Any award rendered by the arbitrator(s) may be entered as a judgment or order and confirmed or enforced by either Party in any State or federal court having competent jurisdiction thereof. This Agreement concerns transactions involving commerce among the several states.

(e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a claim by IS under Article 8 or Section 10.9, which claim is not subject to arbitration, no Party may seek judicial relief. In the event any Party violates this provision and brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing or opposing such action or opposing confirmation of such award does not prevail, such Party will

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pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

(f) Waiver of Jury Trial. The Parties knowingly and willingly waive the right to a jury trial of any Dispute, whether or not subject to this arbitration provision and including any Dispute included within this arbitration provision but found not to be subject to arbitration for any reason.

11.3 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

11.4 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or IS in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

11.5 Negligent, Wrongful or Unlawful Acts of a Party.

Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors

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11.6 Delegation of Authority.

Nothing in this Agreement shall be construed as delegating to IS any of the powers or authority of the School or the Operating Board, which are not subject to delegation by the School or the Operating Board under applicable State law or under the Charter Contract.

11.7 Compliance with Laws.

Unless specifically waived by appropriate governmental authority, IS shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of Delaware and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

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11.8 Incorporation of Recitals and Appendices.

The recitals to this Agreement and any appendices referred to in this Agreement are hereby incorporated herein as an integral part of this Agreement.

11.9 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

11.10 Notices.

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

If to Innovative Schools:

Attn: Debbie Doordan
Innovative Schools
100 W. 10th Street Suite 403
Wilmington, DE 19801
Tel: (302) 656-4737 ext 33
Fax: (302) 656-4738

If to the School:

Attn:
School Address:
Tel:
Fax:

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

11.11 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

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11.12 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

11.13 Exhibits and Schedules.

Each exhibit and each schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibits or schedules, the terms and provisions of this Agreement shall control.

11.14 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded hereby.

11.15 Modifications and Amendments; No Parol Evidence.

\ This Agreement (including any exhibits and schedules to this Agreement) is the entire agreement between the Parties, and may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Operating Board and by IS' Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

11.16 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

11.17 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

11.18 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

11.19 Further Assurances.

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a License in customary

SAMPLE

form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

11.20 Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

11.21 Survival.

The provisions of Articles 2, 8 and 9, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.4, 11.5, 11.6, 11.8, [11.9], 11.10, 11.11, 11.12, 11.13, 11.14, 11.15, 11.20, 11.21, this Section 11.21, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provisions that is stated to extend for a specified period of time shall survive only for such specified period of time.

11.22 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

- SIGNATURES ARE ON THE FOLLOWING PAGE –

SAMPLE

IN WITNESS WHEREOF, the Parties have read, understood all terms and provisions in this agreement and executed and delivered this Agreement as of the date first written above.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES INNOVATIVE SCHOOLS DEVELOPMENT CORPORATION.

_____ _____

Debbie Doordan Date
Executive Director, Innovative Schools

_____ _____

Charter School Board President Date
Title, Charter School

SAMPLE

JOB TITLE: PROJECT MANAGER

OVERVIEW: Innovative Schools is a local, non-profit public school support organization. We empower Delaware educators and communities to adopt modern school models proven to inspire passionate teaching and learning.

As a comprehensive Center for School Innovation, we provide the strategies, tools, and ongoing support needed to select the right school model and ensure its successful operation. We provide schools with services in three key areas: Innovative School Models, Innovative School Staffing, and Innovative School Solutions.

Primary Role and Responsibilities

The Project Manager, an employee of Innovative Schools, will support the School's Leadership Team by coordinating Charter Management Organization resources provided by Innovative Schools and its subcontractor/school design partner, related to the school's academic program, operations, culture, school assessment and accountability, community relations and strategic planning. The ideal candidate will enjoy working in a fast paced environment, can manage many competing priorities, and can work effectively under deadlines. The Project Manager will report directly to Innovative Schools and will work closely with the School's leader and Operations Manager.

Qualifications

- Willingness to do whatever it takes to create and maintain an orderly, effective school organization;
- Detail oriented, strong follow-through skills;
- Ability to take initiative, prioritize tasks, and work independently;
- Excellent computer skills including Microsoft Office; especially Outlook, Word and Excel;
- Strong time management skills; ability to manage multiple tasks simultaneously and meet tight deadlines;
- Demonstrated flexibility, maturity and ability to accomplish competing priorities;
- Strong written and oral communication skills; demonstrates strong interpersonal skills with students, parents, colleagues and community members;
- Interest in performing a critical support role and the ability to excel in a fast-paced, entrepreneurial, results-oriented environment;
- Ability to maintain a calm, professional demeanor in the face of competing demands and external pressures;
- Prior experience working in schools and/or urban communities; relentless commitment to mission of educating urban students;
- Bachelor's degree required masters preferred; and
- Teaching experience strongly preferred; 2-3 years of administrative experience working with an education agency preferred but not required.
- Experience with project management preferred;

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- Be detail-oriented and self-directed and able to work independently on short- and long-term projects;
- Act as an initiator, problem-solver, and creative thinker.

Essential Duties and Responsibilities

- Demonstrate a relentless commitment to the mission of the school;
- Ensure an orderly, responsive, friendly and open school;
- Coordinate and manage all supports provided by Innovative Schools and its subcontractor/school design partner
- Implement and enhance the school's systems and culture;
- Assist with student recruitment
- Communicate effectively with students, families, and colleagues;
- Commit himself/herself to professional growth;
- Participate actively in faculty meetings, administrative team meetings and other meetings;
- Assist in grade-level and school-wide activities;
- Adhere to the policies, standards, and school-wide responsibilities described in the School's Charter School application
- Create an accountability plan to ensure the successful delivery of all CMO related school wide initiatives ;
- Work with school staff to collect and analyze school performance
- Work with school staff to transition knowledge about the school's unique academic program and operations, to build capacity and institutional memory at the school site.

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing
- Must possess a valid driver's license and have access to a personal vehicle to drive to other locations (travel expenses will be reimbursed at the school's standard mileage rate)

SAMPLE

LICENSE NO. 2003104464 DORBL

POST CONSPICUOUSLY

STATE OF DELAWARE

DIVISION OF REVENUE

VALID

01/01/11 - 12/31/11
NOT TRANSFERABLE

DLN: 11 50222 90

BUSINESS CODE 099
GROUP CODE 007

LICENSED ACTIVITY: PROFESSIONAL AND/OR PRSL SRVCS-UNCLASSIFIED
PROFESSIONAL AND/OR PERSONAL SERVICES

DATE ISSUED: 01/13/11

VALIDATED

2011

LICENSE FEE: $ 75.00

BUSINESS LICENSE

MAILING ADDRESS

#BWNKHPS
#193X EUW0 1LM0 V0Q6#
INNOVATIVE SCHOOLS DEVELOPMENT
100 W 10TH ST STE 403
WILMINGTON DE 19801-1643

BUSINESS LOCATION

INNOVATIVE SCHOOLS DEVELOPMENT
100 W 10TH ST STE 403
WILMINGTON DE 19801-1643

IS HEREBY LICENSED TO PRACTICE, CONDUCT OR ENGAGE IN THE OCCUPATION OR BUSINESS ACTIVITY INDICATED ABOVE IN ACCORDANCE WITH THE LICENSE APPLICATION DULY FILED PURSUANT TO TITLE 30, DEL CODE.

PATRICK T. CARTER
DIRECTOR OF REVENUE

Name of School /Client	County	Service Provided	Dates of Service	Brief Summary of Student Performance (or operational performance??)
Family Foundations Academy	New Castle	• Curriculum Alignment	2009	Family Foundations is currently rated superior.
		• Professional Development: Learning Focused	2010-present	
		• Cultural Competency Training: Ensemble	2009-2010	
		• Facilities	2010-2011	
		• Charter Shield: Gap Analysis	2009	
		• Marketing	2011-present	
		• Back Office Support	2008-2011	
		• Information Technology Support	2010-present	
		• Grant Writing	2009	
		• Loan Guaranty Fund	2006	
Odyssey Charter School		• Curriculum Alignment	2009	Odyssey Charter School is currently rated superior.
		• New School Development Charter Application Support	2009	
		• Loan Guaranty Fund	2006	
Reach Academy	New Castle	• Curriculum Alignment	2009	Reach Academy (opened in 2010) is currently on probation for issues related to school governance and financials. They are currently not rated, as schools are not rated until after their second year of assessment.
Delaware Academy of Public Safety and Security	New Castle	• New School Development Charter Application Support	2008-2010	Not Applicable. Delaware Academy of Public Safety and Security opened in the fall of 2011 and there is currently no performance data for this school.
		• Back Office Support	2010-present	
Campus Community Charter School	Kent	• Charter Shield: Gap Analysis	2009	Campus Community is currently on academic watch.

Pencader Business and Finance Charter School	New Castle	• Charter Shield: Gap Analysis	2009	Pencader is currently on probation for issues related to school financials. They are currently rated commendable.
		• Back Office Support	2011-present	
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Academy of Dover	Kent	• Marketing	2007-present	Academy of Dover is currently rated superior.
		• Back Office Support	2006-present	
		• Information Technology Support	2006-present	
		• Model Staffing Initiative: Instructional Culture Survey	2011	
		• Governance: Charter Renewal Support	2011	
		• Development and Fundraising	2007-2008	
Learning Link of Delaware	New Castle	• Marketing	2009	Not applicable. This is not a school based organization, achievement data is not calculated for this organization.
		• Information Technology Support	2010-present	
		• Book Keeping/Accounting	2009	
Las Americas ASPIRA Academy	New Castle	• New School Development Charter Application Support	2009	Not Applicable. Las Americas Aspira opened in the fall of 2011 and there is currently no performance data for this school.
		• Back Office Support	2009-2011	
		• Information Technology Support	2011	
		• Loan Guaranty	2008-present	
Christina School District	New Castle	• Information Technology Support		
		• Needs Assessment	2010/2011	
Prestige Academy	New Castle	• Information Technology Support	2009-present	Prestige Academy is currently a superior rated school in its fourth year of operation.
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Delaware College Prep Academy	New Castle	• Loan Guaranty Fund	2008	Delaware College Prep was rated superior during the initial testing year, but
Maurice J. Moyer Academy	New Castle	• Loan Guaranty Fund	2006-present	Moyer Academy (re-opened in 2011) is currently not rated, as schools are not
		• Back Office Support	2006-2009	

		• Information Technology	2008	rated until after their second year of assessment, they are currently considered a new school.
Thomas Edison Charter School	New Castle	• Cultural Competency Training: Ensemble	2009	Edison Charter School is currently rated superior.
		• Grant Writing	2009	
Delaware Department of Education	Kent	• Grant Writing	2010	Not applicable. This is not a school based organization, achievement data is not calculated for this organization.
Sussex Academy of Arts and Sciences	Sussex	• Back Office Support	2009-present	Sussex Academy is currently rated superior.
		• New School Development	2011	
East Side Charter School	New Castle	• Back Office Support	2010-2011	East Side Charter School is currently rated commendable
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Seaford High School	Sussex	• New School Development	2010-present	Seaford High School is currently on Academic Watch.

Budget Narrative for the LACC EL

State Funds

Line 1 – The state funds recorded in the budget were derived from the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel.

Line 2 – The School district Local Fund Transfers amounts shown on line two were derived from the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel.

Line 3 – Carryover funds from prior fiscal year budgets were brought forward.

Line 4 through 13, excluding line 8 and line 13– The proposed site for the school is within the Red Clay Consolidated School District (RCCSD). Therefore, the salary schedules of the RCCSD were used as a base for salary calculations. The assumption that 60% of the staff hired will have bachelor's degrees and 40% of the staff hired will have master's degrees was also used in the calculations. The salaries on all lines, except line 8, were calculated using ninety percent (90%) of the RCCSD salary schedule. Movement on the salary schedule was calculated, as was the increase in FTE's for each year the school grows.

Line 8 – The administrative salaries for the school were calculated by comparing the size of the school with other like charter schools.

Line 13 – Because funding for all necessary school professionals was completed within the unit allotment and due to the desire of the board to maintain a 15:1 ratio of students to educators, the board has budgeted for additional paraprofessionals so that each class room has two educators. The school has opted to use its Academic Excellence units for two paraprofessionals each rather than one teacher each.

Line 14 – Line 14 is automatically calculated, OECs are currently at 28.53%.

Line 15 – The amount of $8,611, the amount on the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel, was used to indicate state share for health insurance. Because the amount of state share is provided by the state according to the insurance selected by the employee, this is a pass-through amount. Actual amounts will be adjusted when the school is in operation.

Line 16 – The school will offer no additional health benefits.

Line 17 – The amount indicated for transportation of students was derived by using ninety-five percent (95%) of the amount indicated on the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel.

Line 18 –Extra-curricular events will be paid by the groups initiating the outing.

Line 19 – Cafeteria funding is based on the current reimbursement rates issued by the USDA. Cafeteria figures are included in "other" funding as child nutrition is to operate independently.

Line 20 – Extra Curricular has not been established at this point.

Line 21 – Supplies and Materials were budgeted on a per pupil basis.

Line 22 – Textbooks costs were based on actual amounts from vendor listings.

Line 23 – Curriculum costs are included in the CMO fees.

Line 24 – Professional Development costs are included in the CMO fees.

Line 25 – Assessments costs are incorporated within the CMO costs.

Line 26 – Other educational programs are not budgeted.

Line 27 – Therapists costs are estimated on a probable need at current fee rates.

Line 28 – Classroom technology costs were determined by a technology consultant as part of the technology plan.

Line 29 – School Climate costs are not budgeted as the school model does not require a separate line item.

Line 30 – Computers are included within the classroom technology costs.

Line 31 – Contracted services are based on projected costs for student population.

Line 32 – Other costs have not been budgeted at this time.

Line 33 – Insurance estimates are a combination of information prepared by an insurance professional with experience with charter schools in Delaware and information from the current tenant of the facility.

Line 34 – Rent costs are based on information obtained relevant to the proposed site of the school.

Line 35 – There will be no mortgage in the initial charter.

Line 36 – Utilities are based information obtained from the current occupant.

Line 37 – Maintenance is based on the square footage and the projected enrollment for the school for each year.

Line 38 – Telephone/Communications for student support are within the technology plan.

Line 39 – Construction is not part of the school budget.

Line 40 – Funds for renovations have been included for modifications to the existing facility.

Line 41 – Other funds budgeted on this line will be used for furnishing in the two facilities.

Line 42 – Equipment leases will include copier equipment for the school.

Line 43 – Equipment purchased for administrative use is included in the technology plan.

Line 44 - Supplies and materials for administrative use were estimated based on number of staff and students.

Line 45 – Printing and copying expenses are estimated based on student enrollment. Printing for marketing and recruiting are included in the CMO fees.

Line 46 – Postage and shipping are estimated based on student enrollment. Postage for marketing and recruitment are included in the CMO fees.

Line 47 – Expenses for enrollment and recruitment are included in the CMO fees.

Line 48- Expenses for staffing recruitment and assessment are included in the CMO fees.

Line 49 – Costs associated with the Technology Plan were prepared by a professional consultant. The costs are included in the classroom computers line of this budget.

Lines 51 – 55 – The CMO fees are for services to include marketing, recruiting, staffing, professional development, board training, as well as back office services that will include human resources, payroll, benefits administration, COBRA processing, pension counseling and processing, budgeting, financial reporting, accounts payable, accounting receivable, procurement, and entry into the state's PHRST and FSF systems.

Federal Funds

Line 1 – The federal start up grant funds were pre-loaded in the budget when received from DDOE.

Line 2 – The Entitlement funds included are the amounts awarded to a charter school with a similar program and enrollment.

Line 3 – Carryover funds from prior fiscal year budgets were brought forward.

Lines 4 through 13 – At this time, no salaries are budgeted to be paid from federal funds.

Line 14 – Line 14 would be automatically calculated, OECs are currently at 28.53%.

Line 15 – The amount of $8,611, the amount on the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel, will be used, should any employment costs be budgeted for federal funds.

Line 16 – The school will offer no other health benefits.

Line 17 – There are no transportation costs budgeted for transportation at this time.

Line 18 –Extra-curricular events will be paid by the groups initiating the outing.

Line 19 – There is no cafeteria activity budgeted for federal funds at this time.

Line 20 – Extra Curricular has not been budgeted for federal funds at this time.

Line 21 – Supplies and Materials were budgeted based on program needs.

Line 22 – Textbooks costs were based on actual amounts from vendor listings.

Line 23 – Curriculum costs are included in the CMO fees.

Line 24 – Professional Development costs are included in the CMO fees.

Line 25 – Assessments are included in the CMO fees.

Line 26 – Other educational programs are not budgeted at this time.

Line 27 – Therapists costs are estimated on a probable need at current fee rates.

Line 28 – Classroom technology costs were determined by a technology consultant as part of the technology plan.

Line 29 – School Climate costs were are not budgeted with federal funds.

Line 30 – Computers are included within the classroom technology costs.

Line 31 – Contracted services are based on needs of students.

Line 32 – Other

Line 33 – Insurance estimates were prepared by an insurance professional with experience with charter schools in Delaware.

Line 34 – Rent costs are based on information obtained relevant to the proposed site of the school.

Line 35 – There will be no mortgage in the initial charter.

Line 36 – Utilities are based on information from the current occupant.

Line 37 – Maintenance is not budgeted for federal funds.

Line 38 – Telephone/Communications for student support are within the technology plan.

Line 39 – Construction is not part of the school budget.

Line 40 – Renovations have been projected by professionals within a Conceptual Scope of Work and Budget.

Line 41 – Other

Line 42 – Equipment leases will include copier equipment for the school.

Line 43 – Equipment purchased for administrative use is included in the technology plan, prepared a by professional consultant.

Line 44 - Supplies and materials for administrative use were estimated based on number of staff and students.

Line 45 – Printing and copying expenses are estimated based on student enrollment. Printing for marketing and recruiting are included in the CMO fees.

Line 46 – Postage and shipping are estimated based on student enrollment. Postage for marketing and recruitment are included in the CMO fees.

Line 47 – Expenses for enrollment and recruitment are included in the CMO fees.

Line 48- Expenses for staffing recruitment and assessment are included in the CMO fees.

Line 49 – Costs associated with the Technology Plan were prepared by a professional consultant. The costs are included in the classroom computers line of this budget.

Lines 51 – 55 – The CMO fees are for services to include marketing, recruiting, staffing, professional development, board training, as well as IT, and back office services that will include human resources, payroll, benefits administration, COBRA processing, pension counseling and processing, budgeting, financial reporting, accounts payable, accounting receivable, procurement, and entry into the state's PHRST and FSF systems.

Other Funds

Line 5 – Cafeteria funds under "Other Funds" represent the funding and expenditures anticipated from participation in the USDA child nutrition program.

	Charter School Application Budget Worksheet										Page 1
	State Local & Loan Revenue										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
1	State Appropriations	$0		$1,722,708		$2,248,265		$2,822,952		$3,273,020	
2	School District Local Fund Transfers	$0		$1,028,299		$1,371,065		$1,687,046		$2,003,028	
3	Prior Year Carryover Funds	$0		$0		$77,605		$90,856		$369,514	
	STATE LOCAL & LOANS REVENUE	**$0**		**$2,751,007**		**$3,696,935**		**$4,600,854**		**$5,645,562**	
	State Local & Loans Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$0	0.00	$481,178	12.00	$690,398	16.00	$865,642	20.00	$929,849	24.00
5	Special Education Teachers	$0	0.00	$171,624	4.00	$178,402	4.00	$254,631	6.00	$362,819	8.00
6	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$58,413	1.50	$122,199	3.00	$121,902	3.00	$127,049	3.00
7	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Principal/Administrative	$0	0.00	$130,000	2.00	$140,000	2.00	$220,000	3.00	$235,000	3.00
9	Nurse	$0	0.00	$38,942	1.00	$40,733	1.00	$38,934	1.00	$40,634	1.00
10	Clerical	$0	0.00	$28,049	1.00	$58,187	2.00	$86,139	3.00	$87,181	3.00
11	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Substitutes	$0	0.00	$8,000	0.00	$8,000	0.00	$9,000	0.00	$9,000	0.00
13	Other (Paraprofessionals)	$0	0.00	$100,000	2.00	$125,000	3.00	$175,000	5.00	$225,000	7.00
14	Other Employer Costs (28.53 % of Salaries)	$0		$289,924		$388,841		$505,337		$575,317	
15	Health Insurance	$0		$202,359		$266,941		$353,051		$421,939	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**	**$1,508,488**	**23.50**	**$2,018,701**	**31.00**	**$2,629,636**	**41.00**	**$3,013,788**	**49.00**
	Student Support										
17	Transportation	$0		$177,413		$236,550		$295,688		$354,825	
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	$0		$30,000		$10,000		$50,000		$60,000	
22	Textbooks	$0		$26,459		$12,656		$19,735		$28,303	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$0		$0		$0		$0		$0	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$0		$0		$0		$0		$0	
27	Therapists (Occupational, Speech)	$0		$30,000		$35,000		$40,000		$45,000	
28	Classroom Technology	$0		$172,742		$0		$66,609		$0	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$0		$0		$0		$0		$0	
32	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$0**		**$436,614**		**$294,206**		**$472,032**		**$488,128**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$0		$22,000		$32,773		$32,773		$32,773	
34	Rent	$0		$336,000		$596,000		$596,000		$596,000	
35	Mortgage	$0		$0		$0		$0			
36	Utilities	$0		$42,000		$82,000		$82,000		$82,000	
37	Maintenance	$0		$30,000		$60,000		$60,000		$60,000	
38	Telephone/Communications	$0		$4,800		$6,400		$6,400		$6,400	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$75,000		$75,000		$50,000		$20,000	
41	Other (Furnishings)	$0		$100,000		$100,000		$0			
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$609,800**		**$952,173**		**$827,173**		**$797,173**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$5,000		$5,000		$5,000		$10,000	
43	Equipment Purchase	$0		$0		$0		$0		$0	
44	Supplies and Materials	$0		$3,000		$4,000		$5,000		$6,000	
45	Printing and Copying	$0		$0		$0		$0		$0	
46	Postage and Shipping	$0		$1,500		$2,000		$2,500		$3,000	
47	Enrollment / Recruitment	$0		$0		$0		$0		$0	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Technology Plan	$0		$0		$0		$0		$0	
50	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$0**		**$9,500**		**$11,000**		**$12,500**		**$19,000**	
	Management Company										
51	Fees	$0		$109,000		$330,000		$290,000		$285,000	
52	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
53	Curriculum	$0		$0		$0		$0		$0	
54	Accounting and Payroll	$0		$0		$0		$0		$0	
55	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$109,000**		**$330,000**		**$290,000**		**$285,000**	
	STATE LOCAL & LOANS EXPENDITURES	**$0**		**$2,673,402**		**$3,606,079**		**$4,231,340**		**$4,603,089**	
56	**# Students**	0		300		400		500		600	
	REVENUE LESS EXPENDITURES	**$0**		**$77,605**		**$90,856**		**$369,514**		**$1,042,473**	
	2 % CONTINGENCY CHECK	$0.00		$55,020.14		$73,938.71		$92,017.08		$112,911.24	

	Charter School Application Budget Worksheet										Page 1
	Federal Funds										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
1	Federal Start Up Grant Funds	$125,000		$300,000		$300,000		$0		$0	
2	Entitlement Funding	$0		$103,454		$103,454		$103,454		$103,454	
3	Other Federal Grants	$0		$0		$0		$0		$0	
	FEDERAL REVENUE	**$125,000**		**$403,454**		**$403,454**		**$103,454**		**$103,454**	
	Federal Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
5	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Other	$0	0.00	$25,000	1.00	$100,000	4.00	$75,000	3.00	$75,000	3.00
14	Other Employer Costs (28.53 % of Salaries)	$0		$7,133		$28,530		$21,398		$21,398	
15	Health Insurance	$0		$8,611		$0		$0		$0	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**	**$40,744**	**1.00**	**$128,530**	**4.00**	**$96,398**	**3.00**	**$96,398**	**3.00**
	Student Support										
17	Transportation	$0		$0		$0		$0		$0	
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	$0		$0		$30,000		$0		$0	
22	Textbooks	$0		$0		$0		$0		$0	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$0		$0		$0		$0		$0	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$0		$0		$0		$0		$0	
27	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
28	Classroom Technology	$0		$0		$67,829		$0		$0	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$0		$0		$0		$0		$0	
32	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$0**		**$0**		**$97,829**		**$0**		**$0**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
34	Rent	$0		$0		$0		$0		$0	
35	Mortgage	$0		$0		$0		$0		$0	
36	Utilities	$0		$0		$0		$0		$0	
37	Maintenance	$0		$0		$0		$0		$0	
38	Telephone/Communications	$0		$0		$0		$0		$0	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$0		$20,000		$0		$0	
41	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$20,000**		**$0**		**$0**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
43	Equipment Purchase	$0		$0		$0		$0		$0	
44	Supplies and Materials	$0		$0		$0		$0		$0	
45	Printing and Copying	$0		$0		$0		$0		$0	
46	Postage and Shipping	$0		$0		$0		$0		$0	
47	Enrollment / Recruitment	$0		$0		$0		$0		$0	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Technology Plan	$0		$0		$0		$0		$0	
50	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
51	Fees	$125,000		$300,000		$0		$0		$0	
52	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
53	Curriculum	$0		$0		$0		$0		$0	
54	Accounting and Payroll	$0		$0		$0		$0		$0	
55	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$125,000**		**$300,000**		**$0**		**$0**		**$0**	
	FEDERAL EXPENDITURES	**$125,000**		**$340,744**		**$246,359**		**$96,398**		**$96,398**	
56	**# Students**	0		300		400		500		600	
	REVENUE LESS EXPENDITURES	**$0**		**$62,710**		**$157,095**		**$7,056**		**$7,056**	

	Charter School Application Budget Worksheet										Page 1
	Other Funds										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
1	Non Profit Grants	$0		$0		$0		$0		$0	
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		$223,125		$297,500		$371,875		$446,250	
	OTHER REVENUE	**$0**		**$223,125**		**$297,500**		**$371,875**		**$446,250**	
	Other Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
6	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
14	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
15	Other	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
16	Other Employer Costs (28.53 % of Salaries)	$0		$0		$0		$0		$0	
17	Health Insurance	$0		$0		$0		$0		$0	
18	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										
19	Transportation	$0		$0		$0		$0		$0	
20	Extra Curricular Transportation	$0		$0		$0		$0		$0	
21	Cafeteria	$0		$223,125		$297,500		$371,875		$446,250	
22	Extra Curricular	$0		$0		$0		$0		$0	
23	Supplies and Materials	$0		$0		$0		$0		$0	
24	Textbooks	$0		$0		$0		$0		$0	
25	Curriculum	$0		$0		$0		$0		$0	
26	Professional Development	$0		$0		$0		$0		$0	
27	Assessments	$0		$0		$0		$0		$0	
28	Other Educational Program	$0		$0		$0		$0		$0	
29	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
30	Classroom Technology	$0		$0		$0		$0		$0	
31	School Climate	$0		$0		$0		$0		$0	
32	Computers	$0		$0		$0		$0		$0	
33	Contracted Services	$0		$0		$0		$0		$0	
34	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$0**		**$223,125**		**$297,500**		**$371,875**		**$446,250**	
	Operations and Maintenance of Facilities										
35	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
36	Rent	$0		$0		$0		$0		$0	
37	Mortgage	$0		$0		$0		$0		$0	
38	Utilities	$0		$0		$0		$0		$0	
39	Maintenance	$0		$0		$0		$0		$0	
40	Telephone/Communications	$0		$0		$0		$0		$0	
41	Construction	$0		$0		$0		$0		$0	
42	Renovation	$0		$0		$0		$0		$0	
43	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
44	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
45	Equipment Purchase	$0		$0		$0		$0		$0	
46	Supplies and Materials	$0		$0		$0		$0		$0	
47	Printing and Copying	$0		$0		$0		$0		$0	
48	Postage and Shipping	$0		$0		$0		$0		$0	
49	Enrollment / Recruitment	$0		$0		$0		$0		$0	
50	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
51	Technology Plan	$0		$0		$0		$0		$0	
52	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
53	Fees	$0		$0		$0		$0		$0	
54	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
55	Curriculum	$0		$0		$0		$0		$0	
56	Accounting and Payroll	$0		$0		$0		$0		$0	
57	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	OTHER EXPENDITURES	**$0**		**$223,125**		**$297,500**		**$371,875**		**$446,250**	
58	**# Students**	0		0		0		0		0	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

New Charter School Estimated State and Local Fund Calculations

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate K-1 (Example k-8, 9-12)

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 J:11

State Funding	Local Funding	Total Funding
$1,684,020	$1,063,519	**$2,747,539**

UNITS 18.52

Enter Estimated # of 10th Graders Here **0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,737.69	$0
Regular Students 4-12	0.00	$1,407.53	$0
Special Students 4-12 Basic	0.00	$3,351.27	$0
Special Students 4-12 Intense	0.00	$4,691.78	$0
Special Students 4-12 Complex	0.00	$10,827.17	$0
Totals	**0.00**		**$0**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,232.28	$0
Regular Students 4-12	0.00	$3,428.15	$0
Special Students 4-12 Basic	0.00	$8,162.26	$0
Special Students 4-12 Intense	0.00	$11,427.16	$0
Special Students 4-12 Complex	0.00	$26,370.37	$0
Totals	**0.00**		**$0**

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$837.36	$0
Regular Students 4-12	0.00	$678.26	$0
Special Students 4-12 Basic	0.00	$1,614.91	$0
Special Students 4-12 Intense	0.00	$2,260.87	$0
Special Students 4-12 Complex	0.00	$5,217.40	$0
Totals	**0.00**		**$0**

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,809.30	$0
Regular Students 4-12	0.00	$2,275.54	$0
Special Students 4-12 Basic	0.00	$5,417.94	$0
Special Students 4-12 Intense	0.00	$7,585.12	$0
Special Students 4-12 Complex	0.00	$17,504.13	$0
Totals	**0.00**		**$0**

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,223.04	$0
Regular Students 4-12	0.00	$990.66	$0
Special Students 4-12 Basic	0.00	$2,358.72	$0
Special Students 4-12 Intense	0.00	$3,302.21	$0
Special Students 4-12 Complex	0.00	$7,620.49	$0
Totals	**0.00**		**$0**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	60.00	$3,047.68	$182,861
Regular Students 4-12	0.00	$2,468.62	$0
Special Students 4-12 Basic	0.00	$5,877.67	$0
Special Students 4-12 Intense	0.00	$8,228.73	$0
Special Students 4-12 Complex	0.00	$18,989.39	$0
Totals	**60.00**		**$182,861**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,526.83	$0
Regular Students 4-12	0.00	$2,046.73	$0
Special Students 4-12 Basic	0.00	$4,873.17	$0
Special Students 4-12 Intense	0.00	$6,822.44	$0
Special Students 4-12 Complex	0.00	$15,744.08	$0
Totals	**0.00**		**$0**

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$948.06	$0
Regular Students 4-12	0.00	$767.93	$0
Special Students 4-12 Basic	0.00	$1,828.41	$0
Special Students 4-12 Intense	0.00	$2,559.77	$0
Special Students 4-12 Complex	0.00	$5,907.17	$0
Totals	**0.00**		**$0**

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,749.13	$0
Regular Students 4-12	0.00	$2,226.80	$0
Special Students 4-12 Basic	0.00	$5,301.89	$0
Special Students 4-12 Intense	0.00	$7,422.65	$0
Special Students 4-12 Complex	0.00	$17,129.19	$0
Totals	**0.00**		**$0**

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$855.04	$0
Regular Students 4-12	0.00	$692.58	$0
Special Students 4-12 Basic	0.00	$1,649.01	$0
Special Students 4-12 Intense	0.00	$2,308.61	$0
Special Students 4-12 Complex	0.00	$5,327.56	$0
Totals	**0.00**		**$0**

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,131.09	$0
Regular Students 4-12	0.00	$916.84	$0
Special Students 4-12 Basic	0.00	$2,182.96	$0
Special Students 4-12 Intense	0.00	$3,056.14	$0
Special Students 4-12 Complex	0.00	$7,052.63	$0
Totals	**0.00**		**$0**

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$866.64	$0
Regular Students 4-12	0.00	$701.98	$0
Special Students 4-12 Basic	0.00	$1,671.37	$0
Special Students 4-12 Intense	0.00	$2,339.92	$0
Special Students 4-12 Complex	0.00	$5,399.81	$0
Totals	**0.00**		**$0**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	240.00	$3,669.41	$880,658
Regular Students 4-12	0.00	$2,972.22	$0
Special Students 4-12 Basic	0.00	$7,076.72	$0
Special Students 4-12 Intense	0.00	$9,907.41	$0
Special Students 4-12 Complex	0.00	$22,863.26	$0
Totals	**240.00**		**$880,658**

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$999.41	$0
Regular Students 4-12	0.00	$809.52	$0
Special Students 4-12 Basic	0.00	$1,927.43	$0
Special Students 4-12 Intense	0.00	$2,698.41	$0
Special Students 4-12 Complex	0.00	$6,227.09	$0
Totals	**0.00**		**$0**

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$759.44	$0
Regular Students 4-12	0.00	$615.15	$0
Special Students 4-12 Basic	0.00	$1,464.63	$0
Special Students 4-12 Intense	0.00	$2,050.48	$0
Special Students 4-12 Complex	0.00	$4,731.89	$0
Totals	**0.00**		**$0**

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$976.62	$0
Regular Students 4-12	0.00	$791.06	$0
Special Students 4-12 Basic	0.00	$1,883.48	$0
Special Students 4-12 Intense	0.00	$2,636.88	$0
Special Students 4-12 Complex	0.00	$6,085.10	$0
Totals	**0.00**		**$0**

Charter School Revenue Calculation - Estimate
State Funding

Student Total:	300
Regular:	300
Special:	0

Location

Districts:

Appoquinimink	0	Christina	60	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	240
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students: 225

Regular/Special K-3	300.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	0.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	0.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	18.52	$30,894	$572,108
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.12	$59,411	$7,129
Percentage Transportation Supervisor =	0.03	$59,411	$1,782
Principal =	1.00	$60,849	$60,849
Assistant Principal =	0.00	$55,189	$0
Percentage Visiting Teacher =	0.07	$42,544	$2,978
Percentage Driver Education Teacher =	0.00	$37,468	$0
Nurse =	0.14	$40,315	$5,599
Academic Excellence Units =	1.20	$37,483	$44,980
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.32	$42,890	$13,934
Related Services Specialist Intensive	0.00	$42,890	$0
Related Services Specialist Complex	0.00	$42,890	$0
Clerical Units =	1.00	$28,368	$28,368
Custodial Units =	1.00	$23,401	$23,401
Cafeteria Manager =	0.00	$26,491	$0
Cafeteria Worker =	0.00	$16,835	$0

Total Staffing =	24.40	
Total Staffing For Health Insurance =	24.40	

Total Salary Costs		$811,419
OEC Rate	28.53%	$231,498
Health Insurance Per FTE	$8,611	$210,128

Subtotal Personnel Revenue	**$1,253,045**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	18.52	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 54,722
Division II - Energy - Current Unit Value =	$ 2,435	$ 45,093
Division III - Equalization - Unit Value =	**$ 6,465**	$ 119,722
Academic Excellence Division III =		$ 7,758
MCI/Annual Maintenance =		$ 16,929
LEP =		$ -
Student Transportation Amount =		$ 186,750

Subtotal Other Sources	**$430,974**

Grand Total State Sources	**$1,684,020**

New Charter School Estimated State and Local Fund Calculations

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate K-2 (Example k-8, 9-12)

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 J:11

State Funding	Local Funding	Total Funding
$2,209,577	$1,418,026	**$3,627,603**

UNITS 24.69

Enter Estimated # of 10th Graders Here **0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,737.69	$0
Regular Students 4-12	0.00	$1,407.53	$0
Special Students 4-12 Basic	0.00	$3,351.27	$0
Special Students 4-12 Intense	0.00	$4,691.78	$0
Special Students 4-12 Complex	0.00	$10,827.17	$0
Totals	**0.00**		**$0**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,232.28	$0
Regular Students 4-12	0.00	$3,428.15	$0
Special Students 4-12 Basic	0.00	$8,162.26	$0
Special Students 4-12 Intense	0.00	$11,427.16	$0
Special Students 4-12 Complex	0.00	$26,370.37	$0
Totals	**0.00**		**$0**

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$837.36	$0
Regular Students 4-12	0.00	$678.26	$0
Special Students 4-12 Basic	0.00	$1,614.91	$0
Special Students 4-12 Intense	0.00	$2,260.87	$0
Special Students 4-12 Complex	0.00	$5,217.40	$0
Totals	**0.00**		**$0**

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,809.30	$0
Regular Students 4-12	0.00	$2,275.54	$0
Special Students 4-12 Basic	0.00	$5,417.94	$0
Special Students 4-12 Intense	0.00	$7,585.12	$0
Special Students 4-12 Complex	0.00	$17,504.13	$0
Totals	**0.00**		**$0**

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,223.04	$0
Regular Students 4-12	0.00	$990.66	$0
Special Students 4-12 Basic	0.00	$2,358.72	$0
Special Students 4-12 Intense	0.00	$3,302.21	$0
Special Students 4-12 Complex	0.00	$7,620.49	$0
Totals	**0.00**		**$0**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	80.00	$3,047.68	$243,814
Regular Students 4-12	0.00	$2,468.62	$0
Special Students 4-12 Basic	0.00	$5,877.67	$0
Special Students 4-12 Intense	0.00	$8,228.73	$0
Special Students 4-12 Complex	0.00	$18,989.39	$0
Totals	**80.00**		**$243,814**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,526.83	$0
Regular Students 4-12	0.00	$2,046.73	$0
Special Students 4-12 Basic	0.00	$4,873.17	$0
Special Students 4-12 Intense	0.00	$6,822.44	$0
Special Students 4-12 Complex	0.00	$15,744.08	$0
Totals	**0.00**		**$0**

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$948.06	$0
Regular Students 4-12	0.00	$767.93	$0
Special Students 4-12 Basic	0.00	$1,828.41	$0
Special Students 4-12 Intense	0.00	$2,559.77	$0
Special Students 4-12 Complex	0.00	$5,907.17	$0
Totals	**0.00**		**$0**

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,749.13	$0
Regular Students 4-12	0.00	$2,226.80	$0
Special Students 4-12 Basic	0.00	$5,301.89	$0
Special Students 4-12 Intense	0.00	$7,422.65	$0
Special Students 4-12 Complex	0.00	$17,129.19	$0
Totals	**0.00**		**$0**

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$855.04	$0
Regular Students 4-12	0.00	$692.58	$0
Special Students 4-12 Basic	0.00	$1,649.01	$0
Special Students 4-12 Intense	0.00	$2,308.61	$0
Special Students 4-12 Complex	0.00	$5,327.56	$0
Totals	**0.00**		**$0**

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,131.09	$0
Regular Students 4-12	0.00	$916.84	$0
Special Students 4-12 Basic	0.00	$2,182.96	$0
Special Students 4-12 Intense	0.00	$3,056.14	$0
Special Students 4-12 Complex	0.00	$7,052.63	$0
Totals	**0.00**		**$0**

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$866.64	$0
Regular Students 4-12	0.00	$701.98	$0
Special Students 4-12 Basic	0.00	$1,671.37	$0
Special Students 4-12 Intense	0.00	$2,339.92	$0
Special Students 4-12 Complex	0.00	$5,399.81	$0
Totals	**0.00**		**$0**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	320.00	$3,669.41	$1,174,211
Regular Students 4-12	0.00	$2,972.22	$0
Special Students 4-12 Basic	0.00	$7,076.72	$0
Special Students 4-12 Intense	0.00	$9,907.41	$0
Special Students 4-12 Complex	0.00	$22,863.26	$0
Totals	**320.00**		**$1,174,211**

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$999.41	$0
Regular Students 4-12	0.00	$809.52	$0
Special Students 4-12 Basic	0.00	$1,927.43	$0
Special Students 4-12 Intense	0.00	$2,698.41	$0
Special Students 4-12 Complex	0.00	$6,227.09	$0
Totals	**0.00**		**$0**

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$759.44	$0
Regular Students 4-12	0.00	$615.15	$0
Special Students 4-12 Basic	0.00	$1,464.63	$0
Special Students 4-12 Intense	0.00	$2,050.48	$0
Special Students 4-12 Complex	0.00	$4,731.89	$0
Totals	**0.00**		**$0**

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$976.62	$0
Regular Students 4-12	0.00	$791.06	$0
Special Students 4-12 Basic	0.00	$1,883.48	$0
Special Students 4-12 Intense	0.00	$2,636.88	$0
Special Students 4-12 Complex	0.00	$6,085.10	$0
Totals	**0.00**		**$0**

Charter School Revenue Calculation - Estimate
State Funding

Student Total:	400
Regular:	400
Special:	0

Location

Districts:

Appoquinimink	0	Christina	80	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	320
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	300		
Regular/Special K-3	400.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	0.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	0.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	24.69	$30,894	$762,811
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.16	$59,411	$9,506
Percentage Transportation Supervisor =	0.04	$59,411	$2,376
Principal =	1.00	$60,849	$60,849
Assistant Principal =	0.00	$55,189	$0
Percentage Visiting Teacher =	0.10	$42,544	$4,254
Percentage Driver Education Teacher =	0.00	$37,468	$0
Nurse =	0.19	$40,315	$7,466
Academic Excellence Units =	1.60	$37,483	$59,973
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.43	$42,890	$18,579
Related Services Specialist Intensive	0.00	$42,890	$0
Related Services Specialist Complex	0.00	$42,890	$0
Clerical Units =	2.00	$28,368	$56,736
Custodial Units =	1.00	$23,401	$23,401
Cafeteria Manager =	0.00	$26,491	$0
Cafeteria Worker =	0.00	$16,835	$0

Total Staffing =	32.21		
Total Staffing For Health Insurance =	32.21		

Total Salary Costs		$1,056,241
OEC Rate	28.53%	$301,346
Health Insurance Per FTE	$8,611	$277,358

Subtotal Personnel Revenue	**$1,634,945**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	24.69	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 72,963
Division II - Energy - Current Unit Value =	$ 2,435	$ 60,123
Division III - Equalization - Unit Value =	**$ 6,465**	$ 159,630
Academic Excellence Division III =		$ 10,344
MCI/Annual Maintenance =		$ 22,572
LEP =		$ -
Student Transportation Amount =		$ 249,000

Subtotal Other Sources	**$574,632**

Grand Total State Sources	**$2,209,577**

New Charter School Estimated State and Local Fund Calculations

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate K-3 (Example k-8, 9-12)
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 J:11

State Funding	Local Funding	Total Funding
$2,814,897	$1,772,532	**$4,587,429**

UNITS 30.86

Enter Estimated # of 10th Graders Here **0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,737.69	$0
Regular Students 4-12	0.00	$1,407.53	$0
Special Students 4-12 Basic	0.00	$3,351.27	$0
Special Students 4-12 Intense	0.00	$4,691.78	$0
Special Students 4-12 Complex	0.00	$10,827.17	$0
Totals	**0.00**		**$0**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,232.28	$0
Regular Students 4-12	0.00	$3,428.15	$0
Special Students 4-12 Basic	0.00	$8,162.26	$0
Special Students 4-12 Intense	0.00	$11,427.16	$0
Special Students 4-12 Complex	0.00	$26,370.37	$0
	0.00		**$0**

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$837.36	$0
Regular Students 4-12	0.00	$678.26	$0
Special Students 4-12 Basic	0.00	$1,614.91	$0
Special Students 4-12 Intense	0.00	$2,260.87	$0
Special Students 4-12 Complex	0.00	$5,217.40	$0
	0.00		**$0**

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,809.30	$0
Regular Students 4-12	0.00	$2,275.54	$0
Special Students 4-12 Basic	0.00	$5,417.94	$0
Special Students 4-12 Intense	0.00	$7,585.12	$0
Special Students 4-12 Complex	0.00	$17,504.13	$0
Totals	**0.00**		**$0**

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,223.04	$0
Regular Students 4-12	0.00	$990.66	$0
Special Students 4-12 Basic	0.00	$2,358.72	$0
Special Students 4-12 Intense	0.00	$3,302.21	$0
Special Students 4-12 Complex	0.00	$7,620.49	$0
	0.00		**$0**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	100.00	$3,047.68	$304,768
Regular Students 4-12	0.00	$2,468.62	$0
Special Students 4-12 Basic	0.00	$5,877.67	$0
Special Students 4-12 Intense	0.00	$8,228.73	$0
Special Students 4-12 Complex	0.00	$18,989.39	$0
	100.00		**$304,768**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,526.83	$0
Regular Students 4-12	0.00	$2,046.73	$0
Special Students 4-12 Basic	0.00	$4,873.17	$0
Special Students 4-12 Intense	0.00	$6,822.44	$0
Special Students 4-12 Complex	0.00	$15,744.08	$0
Totals	**0.00**		**$0**

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$948.06	$0
Regular Students 4-12	0.00	$767.93	$0
Special Students 4-12 Basic	0.00	$1,828.41	$0
Special Students 4-12 Intense	0.00	$2,559.77	$0
Special Students 4-12 Complex	0.00	$5,907.17	$0
	0.00		**$0**

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,749.13	$0
Regular Students 4-12	0.00	$2,226.80	$0
Special Students 4-12 Basic	0.00	$5,301.89	$0
Special Students 4-12 Intense	0.00	$7,422.65	$0
Special Students 4-12 Complex	0.00	$17,129.19	$0
	0.00		**$0**

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$855.04	$0
Regular Students 4-12	0.00	$692.58	$0
Special Students 4-12 Basic	0.00	$1,649.01	$0
Special Students 4-12 Intense	0.00	$2,308.61	$0
Special Students 4-12 Complex	0.00	$5,327.56	$0
Totals	**0.00**		**$0**

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,131.09	$0
Regular Students 4-12	0.00	$916.84	$0
Special Students 4-12 Basic	0.00	$2,182.96	$0
Special Students 4-12 Intense	0.00	$3,056.14	$0
Special Students 4-12 Complex	0.00	$7,052.63	$0
	0.00		**$0**

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$866.64	$0
Regular Students 4-12	0.00	$701.98	$0
Special Students 4-12 Basic	0.00	$1,671.37	$0
Special Students 4-12 Intense	0.00	$2,339.92	$0
Special Students 4-12 Complex	0.00	$5,399.81	$0
	0.00		**$0**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	400.00	$3,669.41	$1,467,764
Regular Students 4-12	0.00	$2,972.22	$0
Special Students 4-12 Basic	0.00	$7,076.72	$0
Special Students 4-12 Intense	0.00	$9,907.41	$0
Special Students 4-12 Complex	0.00	$22,863.26	$0
Totals	**400.00**		**$1,467,764**

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$999.41	$0
Regular Students 4-12	0.00	$809.52	$0
Special Students 4-12 Basic	0.00	$1,927.43	$0
Special Students 4-12 Intense	0.00	$2,698.41	$0
Special Students 4-12 Complex	0.00	$6,227.09	$0
	0.00		**$0**

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$759.44	$0
Regular Students 4-12	0.00	$615.15	$0
Special Students 4-12 Basic	0.00	$1,464.63	$0
Special Students 4-12 Intense	0.00	$2,050.48	$0
Special Students 4-12 Complex	0.00	$4,731.89	$0
	0.00		**$0**

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$976.62	$0
Regular Students 4-12	0.00	$791.06	$0
Special Students 4-12 Basic	0.00	$1,883.48	$0
Special Students 4-12 Intense	0.00	$2,636.88	$0
Special Students 4-12 Complex	0.00	$6,085.10	$0
Totals	**0.00**		**$0**

Charter School Revenue Calculation - Estimate
State Funding

Student Total:	500				
Regular:	500				
Special:	0				
Location					
Districts:					
Appoquinimink	0	Christina	100	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	400
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	375		
Regular/Special K-3	500.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	0.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	0.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	30.86	$30,894	$953,514
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.21	$59,411	$12,476
Percentage Transportation Supervisor =	0.05	$59,411	$2,971
Principal =	1.00	$60,849	$60,849
Assistant Principal =	1.00	$55,189	$55,189
Percentage Visiting Teacher =	0.12	$42,544	$5,105
Percentage Driver Education Teacher =	0.00	$37,468	$0
Nurse =	0.23	$40,315	$9,332
Academic Excellence Units =	2.00	$37,483	$74,966
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.54	$42,890	$23,224
Related Services Specialist Intensive	0.00	$42,890	$0
Related Services Specialist Complex	0.00	$42,890	$0
Clerical Units =	3.00	$28,368	$85,104
Custodial Units =	1.00	$23,401	$23,401
Cafeteria Manager =	0.00	$26,491	$0
Cafeteria Worker =	0.00	$16,835	$0

Total Staffing =	41.02		
Total Staffing For Health Insurance =	41.02		

Total Salary Costs			$1,356,421
OEC Rate		28.53%	$386,987
Health Insurance Per FTE		$8,611	$353,199

Subtotal Personnel Revenue	**$2,096,607**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	30.86	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 91,204
Division II - Energy - Current Unit Value =	$ 2,435	$ 75,154
Division III - Equalization - Unit Value =	**$ 6,465**	$ 199,537
Academic Excellence Division III =		$ 12,930
MCI/Annual Maintenance =		$ 28,215
LEP =		$ -
Student Transportation Amount =		$ 311,250

Subtotal Other Sources	**$718,290**

Grand Total State Sources	**$2,814,897**

New Charter School Estimated State and Local Fund Calculations

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate K-4 (Example k-8, 9-12)
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 J:11

State Funding	Local Funding	Total Funding
$3,234,332	$2,071,634	**$5,305,966**

UNITS 36.07

Enter Estimated # of 10th Graders Here **0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,737.69	$0
Regular Students 4-12	0.00	$1,407.53	$0
Special Students 4-12 Basic	0.00	$3,351.27	$0
Special Students 4-12 Intense	0.00	$4,691.78	$0
Special Students 4-12 Complex	0.00	$10,827.17	$0
Totals	**0.00**		**$0**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,232.28	$0
Regular Students 4-12	0.00	$3,428.15	$0
Special Students 4-12 Basic	0.00	$8,162.26	$0
Special Students 4-12 Intense	0.00	$11,427.16	$0
Special Students 4-12 Complex	0.00	$26,370.37	$0
	0.00		**$0**

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$837.36	$0
Regular Students 4-12	0.00	$678.26	$0
Special Students 4-12 Basic	0.00	$1,614.91	$0
Special Students 4-12 Intense	0.00	$2,260.87	$0
Special Students 4-12 Complex	0.00	$5,217.40	$0
	0.00		**$0**

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,809.30	$0
Regular Students 4-12	0.00	$2,275.54	$0
Special Students 4-12 Basic	0.00	$5,417.94	$0
Special Students 4-12 Intense	0.00	$7,585.12	$0
Special Students 4-12 Complex	0.00	$17,504.13	$0
Totals	**0.00**		**$0**

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,223.04	$0
Regular Students 4-12	0.00	$990.66	$0
Special Students 4-12 Basic	0.00	$2,358.72	$0
Special Students 4-12 Intense	0.00	$3,302.21	$0
Special Students 4-12 Complex	0.00	$7,620.49	$0
	0.00		**$0**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	80.00	$3,047.68	**$243,814**
Regular Students 4-12	36.00	$2,468.62	**$88,870**
Special Students 4-12 Basic	4.00	$5,877.67	**$23,511**
Special Students 4-12 Intense	0.00	$8,228.73	$0
Special Students 4-12 Complex	0.00	$18,989.39	$0
	120.00		**$356,195**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,526.83	$0
Regular Students 4-12	0.00	$2,046.73	$0
Special Students 4-12 Basic	0.00	$4,873.17	$0
Special Students 4-12 Intense	0.00	$6,822.44	$0
Special Students 4-12 Complex	0.00	$15,744.08	$0
Totals	**0.00**		**$0**

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$948.06	$0
Regular Students 4-12	0.00	$767.93	$0
Special Students 4-12 Basic	0.00	$1,828.41	$0
Special Students 4-12 Intense	0.00	$2,559.77	$0
Special Students 4-12 Complex	0.00	$5,907.17	$0
	0.00		**$0**

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,749.13	$0
Regular Students 4-12	0.00	$2,226.80	$0
Special Students 4-12 Basic	0.00	$5,301.89	$0
Special Students 4-12 Intense	0.00	$7,422.65	$0
Special Students 4-12 Complex	0.00	$17,129.19	$0
	0.00		**$0**

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$855.04	$0
Regular Students 4-12	0.00	$692.58	$0
Special Students 4-12 Basic	0.00	$1,649.01	$0
Special Students 4-12 Intense	0.00	$2,308.61	$0
Special Students 4-12 Complex	0.00	$5,327.56	$0
Totals	**0.00**		**$0**

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$1,131.09	$0
Regular Students 4-12	0.00	$916.84	$0
Special Students 4-12 Basic	0.00	$2,182.96	$0
Special Students 4-12 Intense	0.00	$3,056.14	$0
Special Students 4-12 Complex	0.00	$7,052.63	$0
	0.00		**$0**

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$866.64	$0
Regular Students 4-12	0.00	$701.98	$0
Special Students 4-12 Basic	0.00	$1,671.37	$0
Special Students 4-12 Intense	0.00	$2,339.92	$0
Special Students 4-12 Complex	0.00	$5,399.81	$0
	0.00		**$0**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	320.00	$3,669.41	**$1,174,211**
Regular Students 4-12	144.00	$2,972.22	**$428,000**
Special Students 4-12 Basic	16.00	$7,076.72	**$113,228**
Special Students 4-12 Intense	0.00	$9,907.41	$0
Special Students 4-12 Complex	0.00	$22,863.26	$0
Totals	**480.00**		**$1,715,438**

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$999.41	$0
Regular Students 4-12	0.00	$809.52	$0
Special Students 4-12 Basic	0.00	$1,927.43	$0
Special Students 4-12 Intense	0.00	$2,698.41	$0
Special Students 4-12 Complex	0.00	$6,227.09	$0
	0.00		**$0**

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$759.44	$0
Regular Students 4-12	0.00	$615.15	$0
Special Students 4-12 Basic	0.00	$1,464.63	$0
Special Students 4-12 Intense	0.00	$2,050.48	$0
Special Students 4-12 Complex	0.00	$4,731.89	$0
	0.00		**$0**

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$976.62	$0
Regular Students 4-12	0.00	$791.06	$0
Special Students 4-12 Basic	0.00	$1,883.48	$0
Special Students 4-12 Intense	0.00	$2,636.88	$0
Special Students 4-12 Complex	0.00	$6,085.10	$0
Totals	**0.00**		**$0**

Charter School Revenue Calculation - Estimate
State Funding

Student Total:	600				
Regular:	580				
Special:	20				
Location					
Districts:					
Appoquinimink	0	Christina	120	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	480
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	450		
Regular/Special K-3	400.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	180.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	20.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	36.07	$30,894	$1,114,413
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.24	$59,411	$14,259
Percentage Transportation Supervisor =	0.06	$59,411	$3,565
Principal =	1.00	$60,849	$60,849
Assistant Principal =	1.00	$55,189	$55,189
Percentage Visiting Teacher =	0.14	$42,544	$5,956
Percentage Driver Education Teacher =	0.00	$37,468	$0
Nurse =	0.27	$40,315	$10,907
Academic Excellence Units =	2.40	$37,483	$89,959
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.63	$42,890	$27,143
Related Services Specialist Intensive	0.00	$42,890	$0
Related Services Specialist Complex	0.00	$42,890	$0
Clerical Units =	3.00	$28,368	$85,104
Custodial Units =	1.00	$23,401	$23,401
Cafeteria Manager =	0.00	$26,491	$0
Cafeteria Worker =	0.00	$16,835	$0

Total Staffing =	46.82		
Total Staffing For Health Insurance =	46.82		

Total Salary Costs		$1,541,034
OEC Rate	28.53%	$439,657
Health Insurance Per FTE	$8,611	$403,130

Subtotal Personnel Revenue	**$2,383,821**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	36.07	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 106,594
Division II - Energy - Current Unit Value =	$ 2,435	$ 87,836
Division III - Equalization - Unit Value =	**$ 6,465**	$ 233,207
Academic Excellence Division III =		$ 15,516
MCI/Annual Maintenance =		$ 33,858
LEP =		$ -
Student Transportation Amount =		$ 373,500

Subtotal Other Sources	**$850,511**

Grand Total State Sources	**$3,234,332**

Technology Plan/Applicant Cover Sheet

Part I: Applicant Cover Sheet - Complete all information this sheet.

School District or School Name:	Academia Antonia Alonso
Mailing Address:	Latin American Community Center402 N Van Buren Street Wilmington, DE 19805
Primary Contact for Questions about the Technology Plan:	Innovative Schools
Name of Contact:	David Atherton
Phone Number:	315-314-7937
E-Mail:	David.Atherton@LLRMA.COM
Date Submitted:	
District Superintendent or Head of School	
Name:	
Signature:	

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For DOE Use

Date received: _____ Date Evaluated: _____

Date Returned to Applicant: _____ Date Approved: _____

Date Certification Issued: _____

Specifications for Each Part of the Technology Plan:

Part II: Overview to the Plan - Complete this section in accordance with the instructions - **1 page only**.

The purpose of Academia Antonia Alonso Expeditionary Charter School is to open portals of opportunity for children and adults through the concept of learning by doing, one of the core tenants of the Expeditionary Learning (EL) model. The Academia Antonia Alonso Expeditionary Charter School will serve as a community pillar for life-long learning, pride, and self-actualization. Technology has advanced at a rapidly changing pace, mandating a need in today's workplace for task oriented, literate, and analytical employees with a command of technology and broad problem-solving capabilities. The Expeditionary Learning concept provides an education uniquely suited to today's workplace, in that it teaches the ability to analyze issues quickly, work in task- oriented teams, and move on to the next task.

Please note that the Academia Antonia Alonso Expeditionary Learning Charter School needs to support adult education at the same level other charter schools do, even if they have a partnership with the Latin American Community Center's extensive adult education program. This is because the parent population of the Academia Antonia Alonso Expeditionary Learning School may not currently be enrolled in the LACC adult education program. Therefore, the Academia Antonia Alonso Expeditionary Learning Charter School resources will be available for adult education as needed.

The Academia Antonia Alonso Expeditionary Learning Charter School, in partnership with Innovative Schools, envisions working as a team that is committed to guiding students toward the goal of personal excellence.

The vision for Academia Antonia Alonso Expeditionary Learning Charter School's technology plan is to successfully serve the Expeditionary Learning Concept. The most important concepts in Expeditionary Learning that relate to Technology planning are the learning expedition, fieldwork, and the concept of a responsive classroom. Each of these concepts requires unique support in the Technology Plan to enhance success.

A learning expedition is the primary way of organizing the curriculum. Each expedition is an in-depth investigation designed around a compelling topic. Guiding questions link these in-depth investigations, requiring students to engage in a long term study of some aspect of the compelling topic. Expeditions take state standards and incorporate them into these studies to make the curriculum accessible to all students as well as engaging. The students become experts on the topic. By doing so, students are able to construct deep understandings and skills and create products for real audiences. These products are often presented in the form of an exhibition, performance, or art form. The student is best served in a learning expedition by technology that is available, capable of handling all the learning expedition data generated, and that saves the results long term and reliably.

Fieldwork is also an important part of the learning expedition. Unlike a traditional fieldtrip, fieldwork begins with a clear purpose, being used to build curiosity and background knowledge for the expedition. It might require visiting the same place over an extended period of time several times. It might require the collection of data through tools such as interviewing, sketching, mapping, using observation skills, etc. Data collected from fieldwork is usually published or presented to real audiences. Fieldwork must therefore be supported by mobile technology that can be successfully networked in the field, support sketching and recording ideas, and successfully save and transfer that data to the permanent school technology infrastructure for future use in the learning expedition.

The Responsive Classroom plays an integral part in an EL program. It promotes positive discipline and effective classroom management strategies. It creates a common language for teachers and children to share and use every day. It builds a community of learners who are responsible, caring, can apply self-control, and understand their role as learners.(1) The technology in the responsive classroom must support enhanced communication, sharing, and graphics, and downloading of data from fieldwork and the expeditions to create a successful whole learning experience.

The planning process necessary to create the Academia Antonia Alonso Expeditionary Learning Charter School's technology plan included first creating the technology team which would monitor the process of the plan. Individuals involved in this process included program facilitators, and technology and professional development experts. This team

was assembled to write the technology plan and provide support for its development over time. The team then discussed the current professional development needs of the staff and the areas in which they would need additional support. In addition, keeping the technology of the school current is a high priority of the school. Therefore, a three year plan to continue to update existing technology and integrate new instructional technology was created.

The technology planned for the Academia Antonia Alonso Expeditionary Learning Charter School includes a minimum of 7 laptops (which includes a teacher's station) per classroom. Additional printers are also available throughout the school for staff. To better integrate technology into instruction, the school will utilize Interactive Whiteboards to project images and provide for multi-dimensional instruction. Software to support the reading and mathematics curriculum will be placed on each classroom computer. In addition, to support field work and learning expeditions, the school must have a mobile computing capability. Because the time has not yet arrived to purchase these items, and the pace of technology improvement is rapid, we will describe these items by specification as follows:

Each group of 4 students doing field work will have a IPAD-like mobile device capable of sketching, taking pictures and video, acting as a walkie-talkie, giving a GPS location, and connecting to the internet easily via available wireless networks. These devices are ideally suited for the EL field experience since they take pictures and video, store data, and connect with the internet for search about subjects that come up during field work. These devices will significantly enhance field experience data collection and analysis, and enable teacher tracking of the location of the groups. Data collected in field experiences can easily be transferred to laptops upon return via Bluetooth or connecting to the internet via the Ethernet ports in the classroom

These mobile devices could be similar to Apple IPADs but will have to have applications added by the Technology Coordinator to serve the needs of the field experience. They should cost in the range of $500 each. They will be purchased by an open bid process.

Students will share a total of 10 devices, which will support 40 students in the field at any one time.

Professional development for the staff will be based on individual needs and aptitudes. These staff development needs will be addressed on both planned in-service days and after-school workshops. Whole school instruction will take place on in-service days and specific instruction will take place in paid after-school workshops. The instruction will be provided by professionals, staff members with technology expertise, and hired consultants when necessary. Annual professional development surveys will be conducted to maintain a clear understanding of the technology needs of the staff.

The technology plan will by integrating technology into the daily curriculum. Technology will be used in the classroom to support the regular curriculum by providing both integrated and supplemental tutorial, research, and basic skills opportunities. For example, math and Spanish instructional software will be utilized to improve comprehension and basic skills.

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed.

A: Goals and Strategies for Using Technology to Improve Education (2)

The Academia Antonia Alonso Expeditionary Learning Charter School will conduct annual needs assessments of both staff and students which will include specific skills "tests" and online and paper surveys. The administration will designate a timeline of completion for all staff and student needs assessments and surveys. Test results will be compared year to year to ascertain the rate of skill improvement. **Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.**

The Academia Antonia Alonso Expeditionary Learning Charter School will use E School to record demographic information, attendance and student grades. This system will assist in accurate reporting and record keeping. The Academia Antonia Alonso Expeditionary Learning Charter School will require each teacher to: submit weekly lesson plans electronically, record student attendance daily in E School and set up and maintain electronic grade books in E School. The building Technology Coordinator will check on-line for daily submission of attendance, lunch counts and bi-monthly recording of grades in the electronic grade book. **Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in ESchool.**

The Academia Antonia Alonso Expeditionary Learning Charter School will buy mobile computing technology to support field work and learning expeditions. There will be 7 laptops and one smartboard in each responsive classroom. Staff and students will also have access to scanners and mobile devices to support field work. There will be appropriate learning and operating software, as well as a school website, purchased and licensed by the school. The building Technology Coordinator maintains inventory software that is used to record the locations and inventory of all technology in the building and in the field. **Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept**

The school will purchase Spanish software that will assist teachers in the instruction of Spanish, which is required of all students grades K-4. Study of Spanish language will provide an activity parents or guardians and students can share, encourage literacy, and enable a sense of school culture and loyalty. **Goal 4: Offer access to Spanish software and instruction as part of the Parent Literacy Program.**

The Academia Antonia Alonso Expeditionary Learning Charter School will utilize electronic MAP Assessments, which assesses students in Language Arts, Reading and Math. Data collected fro**m** this assessment is used by teachers and staff to target interventions. **Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.**

Academia Antonia Alonso Expeditionary Learning Charter School Administrators will attend annual technology workshops to aid in decision making and purchasing of new software and equipment.

During pre-service training, teachers will receive training and practice time using PowerPoint and Electronic Lesson Plans. They will show these portions to their curriculum coordinator during a grade level meeting which will be recorded in the meeting minutes. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.

Technology professionals from Innovative Schools will make weekly service visits to ensure the equipment is in proper working order, and advise administration of needed upgrades. **Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.**

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed.

B: Professional Development Strategy for School Staff

1. Staff will complete a series of annual skills assessments to gauge their knowledge of Microsoft Word, Excel,

PowerPoint and Outlook as well as maneuvering the internet. Staff will be required to maintain their own web page on the Academia Antonia Alonso Expeditionary Learning Charter School Web Site.

2. Staff will attend pre-service training workshops providing guidance and practice using the afore-mentioned programs as well as projecting information from their laptop to a Smartboard or projector. Pre-service training will also include effective teaching strategies involving student use of classroom and mobile technology for research, presentation and communication. The use of these various technologies will be evaluated as part of Delaware Performance Appraisal System (DPAS) +.

3. Teachers will attend periodic in-service sessions and after-school workshops that address the skills identified by the needs assessments of both students and staff. Some will be working sessions where teachers will be asked to come up with challenges still faced in the classroom and brainstorm ways to overcome those challenges. Staff will be required to utilize information they are exposed to at these in-services when they present curriculum topics to the staff.

4. Staff members will complete an annual technology survey (LoTi), which will be used to plan future professional development opportunities.

5. Pre-service and in-service workshops will be conducted by School Administration and hired consultants when necessary.

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed**:**

C: Assessment of Services, Hardware and Software Needed

- The Academia Antonia Alonso Expeditionary Learning Charter School will make the acquisition of technology skills a priority for its staff and students. In order to make technology a part of instruction, students must have daily access to computers and to the internet, therefore initial purchasing included a bank of computers in each classroom. The goal was for one computer per every four students, therefore 7 laptops per classroom were put in place. The Academy's three year plan is to have curriculum enhancement software for every curriculum area. Hardware will also be upgraded to accommodate the new state assessment.

- The Academia Antonia Alonso Expeditionary Learning Charter School will have to follow the required Delaware curriculum, in addition to the EL experiences, The Academia Antonia Alonso Expeditionary Learning Charter School believes in a multi-sensory approach to teaching and learning the required Delaware Curriculum, and will improve reading and math scores through differentiated instruction. Differentiated instruction (sometimes referred to as differentiated learning) involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability.[3]

- Differentiated instruction, according to Carol Ann Tomlinson (as cited by Ellis, Gable, Greg, & Rock, 2008, p. 32), is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning". Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests (Anderson, 2007). "Research indicates that many of the emotional or social difficulties gifted students experience disappear when their educational climates are adapted to their level and pace of learning."[4] Differentiation in education can also include how a student shows that they have mastery of a concept. This could be through a research paper, role play, podcast, diagram, poster, etc. The key is finding how your students learn and displays their learning that meets their specific needs. In differentiated instruction students are placed at the center of teaching and learning [1]. Kathy Bigo defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs."[5]

- Differentiated Learning is a good match for the Expeditionary Learning model, since both concepts put the student and their best individual learning method first. Technology can be a very effective tool to help achieve this joint approach. With that philosophy in mind, two types of software will be purchased to begin with: 1), an Independent Learning System that allows students to work at their own pace through lessons and assessments and allows teachers to print individual and class reports for specific skills that are directly linked to Core Standards, and 2), Math software, which will allow students to practice essential math skills in fun and exciting ways. Both of these pieces of software will provide extension activities for our students above grade level as well as reinforcing activities for those students who need more help with the basics. Also, the Academia Antonia Alonso Expeditionary Learning Charter School is addressing the needs of students through administration of the new MAP+ Assessment.

- When choosing new technology, the Academia Antonia Alonso Expeditionary Learning Charter School leadership team will schedule presentation meetings involving professionals with expertise in the new technology. They require a list of current users for the new technology, and after contacting them, provide feedback at this presentation meeting.

- The Academia Antonia Alonso Expeditionary Learning Charter School will conduct student, parent and teacher surveys to allow for suggestions for future changes, purchases or service needs.

Part III: Core Elements of the Plan – Complete each sections in accordance with the instructions.
pD: Budget to Support the Technology Plan:

The revenue source for most of the technology purchases are state funds, and some are part of the Consolidated Grant Process. For the next three years additional funds, as will be available for technological purchases via the Consolidated Grant and Operating Funds in alignment with this Technology Plan. Innovative Schools will receive$13,520.00, a portion of which provides the weekly maintenance visits, troubleshooting, installation and professional development.

The technology plan is based on the planned school enrollment. The following chart explains the enrollment plan for students by year:

Part D, Chart 1, Enrollment by Year

Grades	*2013*	*2014*	*2015*	*2016*
K	150	100	100	100
1	150	150	100	100
2		150	150	100
3			150	150
4				150
5				
total students	300	400	500	600

The charts below explain the entire three year plan, and divide this information into ERate eligible and ERate ineligible categories, and the annual funding plan for each category. These charts also relate each budget item back to the goal number to show how the plan is seamlessly integrated.

Part D, Chart 2, Academia Antonia Alonso Expeditionary Learning Charter School Equipment List

Current LACC Expeditionary School Equipment List							
	On Hand	*Required*	*Current Shortfall*	*2013 Buy*	*2014 Buy*	*2015 Buy*	*Shortfall by 2015*
Server w/ UPS, Switch, Windows Server & Tape backup	0	2	2	2	0	0	0
Fixed PCs classrm (plus 3 office)	0	3	3	3	0	0	0
Laptops (incl 3 office)	0	143	143	87	28	28	0
IPad Capable Mobile Device/Tablet or similar	0	10	10	0	6	4	0
Ethernet Drop in each classroom with switch or wireless	0	20	20	12	4	4	0
Microsoft Office, Excel, Word, Powerpoint License	0	146	146	90	28	28	0
LCD projectors	0	4	4	2	1	1	0
SMART Boards	0	20	20	12	4	4	0
LCD TVs	0	0	0	0	0	0	0
Averkeys	0	0	0	0	0	0	0
Audio Devices	0	20	20	12	4	4	0
Scanners	0	8	8	4	2	2	0
Digital Cameras	0	0	0	0	0	0	0
School software (Spanish and Math)	0	140	140	84	28	28	0
School Property Management Software	0	1	1	1	0	0	0
Wireless Public Address System	0	1	1	1	0	0	0
TALKSWITCH VOIP Equipment	0	1	1	1	0	0	0
Phones including 3 office	0	23	23	15	4	4	0

The chart above explains the entire 3 year equipment plan. The intent is to maintain the Academia Antonia Alonso Expeditionary Learning Charter School standards, as follows:

- Maintain 7 laptops per classroom.
- Maintain 2 servers at the school. This will satisfy the need for a server for the State wide Anti-Virus program, and hold additional storage for field work results. No further servers are necessary as Delaware transitions to Microsoftlive@edu during this time period.
- Maintain additional backup power via UPS.
- Maintain sufficient mobile computing to support fieldwork. The mobile devices, similar to IPADs, will connect to available wireless networks rather than have individual wireless contracts to save money.
- Projectors will be available on a check-out basis.
- Maintain VOIP phones services with Verizon under the state contract, using TalkSwitch.

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility in every Request for Proposal. Academia Antonia Alonso Expeditionary Learning Charter School will use Microsoft Office, PowerPoint, Word, Excel,, online report cards, email, and eSchool. The Microsoft Windows licenses are included in the purchase price of the servers, and are priced separately for the laptops and PCs. Email service is provided by the Delaware Department of Education (DOE). Mobile devices using Apple or other software, if chosen, will be interoperable with this system.

The plan laid out in Chart 2 above will be executed via the purchase of IT items and services as shown in charts 3, 4 and 5 below, using a competitive bidding process, and hiring a support contractor (Innovative Schools) to conduct training and operate the Academia Antonia Alonso Expeditionary Learning Charter School IT System, under the supervision of the Technology Coordinator. This plan shows the entire cost of IT for the Academia Antonia Alonso Expeditionary Learning Charter School for the 3 year period 2013 to 2016.

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Part D, Chart 3, Academia Antonia Alonso Expeditionary Learning Charter School Technology Costs 2013-2014

2013-2014 Technology Costs							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	2	$14,883	$29,766	$5,000	$10,000	4
Fixed PCs classrm (plus 3 office)	**1,2,3,4,5,6**	3	$546	$1,639	$37	$111	4
Laptops (incl 3 office)	**1,2,3,4,5,6**	87	$320	$27,840	$110	$9,570	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	0	$500	$0	$110	$0	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	12	$200	$2,400	$110	$1,320	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	90	$100	$9,000	$110	$9,900	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	2	$640	$1,280	$200	$400	4
SMART Boards	**3,6**	12	$1,500	$18,000	$200	$2,400	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$442	4
Audio Devices	**3,6**	12	$250	$3,000	$34	$442	4
Scanners	**3,6**	4	$300	$1,200	$34	$136	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	84	$96	$8,064	$1,000	$1,000	n/a
School Property Management Software	**3,6**	1	$350	$350	$100	$100	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	1	$2,500	$2,500	$250	$250	4
TALKSWITCH VOIP Equipment	**3,6**	1	$1,312	$1,312	$1,500	$1,500	4
Phones including 3 office	**3**	15	$136	$2,040	$34	$510	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$133,661		$39,081	
Grand Total				$172,742			

Please note that in 2013, the school's annual investment in technology is more than in subsequent years because the initial investment in computing infrastructure is made in 2013. Subsequent annual costs in school years 2014 and 2015 will relate to growth in student population to maintain desirable pupil to computing device ratios, and the delay of some technology infrastructure for budgetary reasons.

Part D, Chart 4, Academia Antonia Alonso Expeditionary Learning Charter School Technology Costs 2014-2015,

	2014-2015 Technology Costs						
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	6	$500	$3,000	$110	$660	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	4	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$52,301		$10,600	
Grand Total				$62,901			

Please note that the costs have dropped significantly from the previous year because much of the initial technology investment has been made. Costs now relate only to annual connectivity and maintenance, that start of the mobile device purchase, and equipment for the 4 additional classrooms that are added in 2014.

Part D, Chart 5, Academia Antonia Alonso Expeditionary Learning Charter School Technology Costs 2015-2016

2015-2016 Technology Costs							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	4	$500	$2,000	$110	$440	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	4	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$51,301		$10,380	
Grand Total				$61,681			

2015 continues the trends established in 2014. Please note that, given the 4 year replacement time, that in the following year, not addressed here, much of the original technology will have to be replaced.

In subsequent years, areas where funds could be saved, if needed, are in the following areas:

Change the replacement time for servers, LCD projectors, Smart Boards, switches, wireless equipment,, audio devices, and phone equipment to 6 rather than 4 years. It is not advisable to keep PCs, Laptops, mobile devices, scanners, and printers longer than 4 years because maintenance costs, downtime, and slowdown of equipment will interfere with the educational value of the computing experience.

These tables are not intended to be an exhaustive means of describing the telecommunication services, hardware, software, and other services that the Academia Antonia Alonso Expeditionary Learning Charter School may require to implement the Academia Antonia Alonso Expeditionary Learning Charter School technology plan.

Academia Antonia Alonso Expeditionary Learning Charter School personnel may request services that require technology needs not covered by the Technology Plan above. These technology needs and the locations for which they will be needed will require adjustments in the Technology Assessment.

In addition, the funding shown above may change based on contributions of equipment, money, and time from the community. The competitive bidding process may result in changes to the plan if the vendors recommend a different approach.

1. ERate Eligible Services

Academia Antonia Alonso Expeditionary Learning Charter School intends to apply to the FCC for an ERate discount for the following eligible annual services for each of the years covered by this technology plan. The ERate discount is based on the percentage of free or reduced rate lunch eligible students. We estimate that 90% of our students are eligible for free and reduced lunch.

Part D, Chart 6, Academia Antonia Alonso Expeditionary Learning Charter School ERate Eligible Costs 2013-2014

2013-2014 Technology Costs Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
TALKSWITCH VOIP Equipment	**3,6**	1	$1,312	$1,312	$1,500	$1,500	$4
Phones including 3 office	**3**	15	$136	$2,040	$34	$510	$4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$5,101		$2,010	
Grand Total				$7,111			
Total cost after 90% discount				$711			

Part D, Chart 7, Academia Antonia Alonso Expeditionary Learning Charter School ERate Eligible Costs 2014-2015

2014-2015 Technology Costs Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$2,293		$136	
Grand Total				$2,429			
Total cost after 90% discount				$243			

Part D, Chart 8, Academia Antonia Alonso Expeditionary Learning Charter School ERate Eligible Costs 2015-2016

2015-2016 Technology Costs Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$2,293		$136	
Grand Total				$2,429			
Total cost after 90% discount				$243			

Note that internet access is provided by the Delaware Department of Education (DOE) and the DOE applies for ERate reimbursement for internet access reimbursement as a consortium, with no action needed by the Academia Antonia Alonso Expeditionary Learning Charter School. The Academia Antonia Alonso Expeditionary Learning Charter School will fund the remaining cost after ERate discounts from the operations budget. The Academia Antonia Alonso Expeditionary Learning Charter School is prepared to document that funds are available. Academia Antonia Alonso Expeditionary Learning Charter School understands that ERate reimbursements are not guaranteed.

2. ERate Ineligible Expenses

Much of the equipment needed by Academia Antonia Alonso Expeditionary Learning Charter School is not E-rate eligible. Academia Antonia Alonso Expeditionary Learning Charter School will need sufficient funds to acquire and support the non-discounted portions of the e-rate requests for using telecommunications and information technology as follows.

Part D, Chart 9, Academia Antonia Alonso Expeditionary Learning Charter School ERate Ineligible Costs 2013-2014

2013-2014 Technology Costs not Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	2	$14,883	$29,766	$5,000	$10,000	$4
Fixed PCs classrm (plus 3 office)	**1,2,3,4,5,6**	3	$546	$1,639	$37	$111	$4
Laptops (incl 3 office)	**1,2,3,4,5,6**	87	$320	$27,840	$110	$9,570	$4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	0	$500	$0	$110	$0	$4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	12	$200	$2,400	$110	$1,320	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	90	$100	$9,000	$110	$9,900	$4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	2	$640	$1,280	$200	$400	$4
SMART Boards	**3,6**	12	$1,500	$18,000	$200	$2,400	$4
LCD TVs	**3,6**	0	$752	$0	$200	$0	$4
Averkeys	**3,6**	0	$84	$0	$34	$442	$4
Audio Devices	**3,6**	12	$250	$3,000	$34	$442	$4
Scanners	**3,6**	4	$300	$1,200	$34	$136	$4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	$4
School software (Spanish and Math)	**3,4,6**	84	$96	$8,064	$1,000	$1,000	n/a
School Property Management Software	**3,6**	1	$350	$350	$100	$100	$4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	1	$2,500	$2,500	$250	$250	4
TOTAL				$128,560		$37,071	
Grand Total				$165,631			

Part D, Chart 10, Academia Antonia Alonso Expeditionary Learning Charter School ERate Ineligible Costs 2014-2015

2014-2015 Technology Costs not Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	6	$500	$3,000	$110	$660	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	0	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TOTAL				$ 50,008		$ 10,464	
Grand Total				$60,472			

Part D, Chart 11, Academia Antonia Alonso Expeditionary Learning Charter School ERate Ineligible Costs 2015-2016

2015-2016 Technology Costs not Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	4	$500	$2,000	$110	$440	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	4	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TOTAL				$49,008		$10,244	
Grand Total				$59,252			

Sources of funding include the Academia Antonia Alonso Expeditionary Learning Charter School operating budget. Academia Antonia Alonso Expeditionary Learning Charter School is prepared to document that funds are available. There are no unfunded items over the three year period.

E: Evaluation Plan to Monitor Progress and Goal Attainment

As mentioned in the Goals section, the IT system must support the school goals. The Principal and the Technology Coordinator will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust the IT strategy accordingly. Specific measurements could include:

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.

- Each 4th grade student will be able to prepare and give a basic PowerPoint presentation.
- Each student will demonstrate the ability to use a search engine to research homework assignments.
- Each student will demonstrate proficiency in using the Academia Antonia Alonso Expeditionary Learning Charter School website to obtain homework assignments.
- Annual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.
- Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.
- Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the MAP Online Assessment.

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in ESchool. Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.

- School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.
- Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept

- Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above
- A 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.

Goal 4: Offer access to Spanish software and instruction as part of the Parent Literacy Program.

- Annually survey parents via the school website and via mailings as to use of the software.
- Include in survey if study of Spanish language provides an activity parents or guardians and students can share, encourage literacy, and if it enable a sense of school culture and loyalty as measured by volunteerism and parent/guardian attendance at school functions.

Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- Assess school progress towards achieving 100% MAP use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.

- Academia Antonia Alonso Expeditionary Learning Charter School Administrators will achieve 100% attendance at annual technology workshops to aid in decision making and purchasing of new software and equipment.
- Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.
- Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.

Part IV – NCLB Requirements

(Note: This section is repetitive of earlier sections because it addresses NCLB concerns and may be reviewed separately from earlier sections).

Part IV: NCLB Requirements

The following elements are addressed in the technology plan:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

The Academia Antonia Alonso Expeditionary Learning Charter School uses federal funds to pay for some of its technology pieces to improve academic achievement via Instructional Aids and to pay for in-services with technology experts.

Academia Antonia Alonso Expeditionary Learning Charter School will use Federal ERate funds to Enable Classroom connectivity and maintenance, buy TALKSWITCH VOIP Equipment, buy Phones, and pay for Telephone Costs, and Internet Access. This will support student academic achievement by enabling connectivity to sources of instruction and sources of information for homework, expeditionary learning field work, and in class exercises, thereby raising the quality of instruction and student productivity.

2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.

Our technology plan goals are:

- *Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.*
- *Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in ESchool. Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*
- *Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept.*
- *Goal 4: Offer access to Spanish Language software and instruction as part of the Parent Literacy Program.*
- *Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.*
- *Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.*

3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.

Academia Antonia Alonso Expeditionary Learning Charter School is a high poverty and a high-needs school. The Information Technology plan will exponentially increase the student's access to educational technology as follows:

Every classroom will have 7 laptops with internet access.

Every classroom will have a SMART Board.

LCD Projectors will be available on a check-out basis.

Every classroom will have internet search and Microsoft Applications.

Every staff member, parent and student, and community member, will have access to a school website to assign homework, provide schedules, post events, and collect data. Federal ERate funds will enable this effort by improving Classroom connectivity, TALKSWITCH VOIP Equipment, Phones, Telephone Costs, and Internet Access.

4. A description of how the applicant will:

a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards.

a. The Academia Antonia Alonso Expeditionary Learning Charter School supports the concepts of the Expeditionary Learning model that relate learning expeditions, fieldwork, and a responsive classroom. Each of these concepts requires unique support in the Technology Plan to enhance success. This curriculum will be supported by Information Technology advances. The effect of advances in Information Technology on the operation of the school will become more apparent in 2013 as the school Website is implemented to include assignment of homework, scheduling, communication with parents, and collection of achievement data for state and federal purposes. The effect of advances will also be felt in the realm of mobile computing to support field expeditions, as mobile devices are used to enhance field learning. The Academia Antonia Alonso Expeditionary Learning Charter School also promotes curricular and teaching strategies by requiring teachers to use the MAP assessments. In the meantime, the objective of the plan is to build a sufficient Information Technology capability to support the 6 goals outlined above.

b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

b. The Academia Antonia Alonso Expeditionary Learning Charter School plans to develop proficiency in technology through professional development and collegial support. New and current teachers will attend a pre-service instructional technology seminar. This seminar will focus on familiarizing the teachers with:

- *The goals and strategies of the Academia Antonia Alonso Expeditionary Learning Charter School IT system.*
- *The hardware and software used in the system. Staff will receive training in the use of mobile devices, Smartboards, and LCD Projectors.*
- *The IT support strategy (Innovative Schools and the Technology Coordinator). Teachers would be given information about who to contact for various IT problems and basic troubleshooting.*
- *Seminar participants will give feedback to Innovative Schools and the Technology Coordinator for changes and improvements that would help teachers teach.*
- *Introductory and regular follow up assemblies for students and teachers, outlining the system capabilities discussed above, addressing the operational characteristics of the equipment on hand and providing collective training.*
- *The partnership with Innovative Schools and state staff development will, provide skills to make staff Highly Qualified, give them tools to integrate technology with existing curriculums, and prepare them for creating virtual classrooms.*
- *Formal and informal sessions as needed by the support contractor (Innovative Schools). These should occur at least monthly.*
- *Teachers and staff may apply for additional training offered commercially as budgets permit.*

5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

The following charts describes in summary the entire 3 year IT Plan for Academia Antonia Alonso Expeditionary Learning Charter School:

NCLB Chart 1 – Academia Antonia Alonso Expeditionary Learning Charter School Technology Budget 2013-2014

2013-2014 Technology Costs							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	2	$14,883	$29,766	$5,000	$10,000	4
Fixed PCs classrm (plus 3 office)	**1,2,3,4,5,6**	3	$546	$1,639	$37	$111	4
Laptops (incl 3 office)	**1,2,3,4,5,6**	87	$320	$27,840	$110	$9,570	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	0	$500	$0	$110	$0	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	12	$200	$2,400	$110	$1,320	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	90	$100	$9,000	$110	$9,900	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	2	$640	$1,280	$200	$400	4
SMART Boards	**3,6**	12	$1,500	$18,000	$200	$2,400	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$442	4
Audio Devices	**3,6**	12	$250	$3,000	$34	$442	4
Scanners	**3,6**	4	$300	$1,200	$34	$136	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	84	$96	$8,064	$1,000	$1,000	n/a
School Property Management Software	**3,6**	1	$350	$350	$100	$100	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	1	$2,500	$2,500	$250	$250	4
TALKSWITCH VOIP Equipment	**3,6**	1	$1,312	$1,312	$1,500	$1,500	4
Phones including 3 office	**3**	15	$136	$2,040	$34	$510	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$133,661		$39,081	
Grand Total				$172,742			

*

NCLB Chart 2 – Academia Antonia Alonso Expeditionary Learning Charter School Technology Budget 2014-2015

	2014-2015 Technology Costs						
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	6	$500	$3,000	$110	$660	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	4	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$52,301		$10,600	
Grand Total				$62,901			

NCLB Chart 3 – Academia Antonia Alonso Expeditionary Learning Charter School Technology Budget 2015-2016

2015-2016 Technology Costs							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	4	$500	$2,000	$110	$440	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	4	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$51,301		$10,380	
Grand Total				$61,681			

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal. Academia Antonia Alonso Expeditionary Learning Charter School uses Microsoft Office, PowerPoint, Word, Excel, online report cards, email provided by the Delaware Department of Education, and E School.

The following charts show the portion of the above plans eligible for ERate discount:

NCLB Chart 4 – Cost of Items Eligible for ERate Discount 2013-2014

2013-2014 Technology Costs Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
TALKSWITCH VOIP Equipment	**3,6**	1	$1,312	$1,312	$1,500	$1,500	$4
Phones including 3 office	**3**	15	$136	$2,040	$34	$510	$4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$5,101		$2,010	
Grand Total				$7,111			
Total cost after 90% discount				$711			

NCLB Chart 5 – Cost of Items Eligible for ERate Discount 2014-2015

2014-2015 Technology Costs Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$2,293		$136	
Grand Total				$2,429			
Total cost after 90% discount				$243			

NCLB Chart 6 – Cost of Items Eligible for ERate Discount 2015-2016

2015-2016 Technology Costs Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
TALKSWITCH VOIP Equipment	**3,6**	0	$1,312	$0	$1,500	$0	4
Phones	**3**	4	$136	$544	$34	$136	4
Telephone Costs	**3**	1	$1,749	$1,749	$0	$0	n/a
Internet Access (provided by Delaware DOE)	**1,2,3,4,5,6**	NA	N/A	$0	$0	$0	n/a
TOTAL				$2,293		$136	
Grand Total				$2,429			
Total cost after 90% discount				$243			

The following charts show the portion of the above plans that are ineligible for ERate discount:

NCLB Chart 7, Cost of Items Ineligible for ERate Discount 2013-2014

2013-2014 Technology Costs not Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	2	$14,883	$29,766	$5,000	$10,000	$4
Fixed PCs classrm (plus 3 office)	**1,2,3,4,5,6**	3	$546	$1,639	$37	$111	$4
Laptops (incl 3 office)	**1,2,3,4,5,6**	87	$320	$27,840	$110	$9,570	$4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	0	$500	$0	$110	$0	$4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	12	$200	$2,400	$110	$1,320	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	90	$100	$9,000	$110	$9,900	$4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	2	$640	$1,280	$200	$400	$4
SMART Boards	**3,6**	12	$1,500	$18,000	$200	$2,400	$4
LCD TVs	**3,6**	0	$752	$0	$200	$0	$4
Averkeys	**3,6**	0	$84	$0	$34	$442	$4
Audio Devices	**3,6**	12	$250	$3,000	$34	$442	$4
Scanners	**3,6**	4	$300	$1,200	$34	$136	$4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	$4
School software (Spanish and Math)	**3,4,6**	84	$96	$8,064	$1,000	$1,000	n/a
School Property Management Software	**3,6**	1	$350	$350	$100	$100	$4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	1	$2,500	$2,500	$250	$250	4
TOTAL				$128,560		$37,071	
Grand Total				$165,631			

NCLB Chart 8, Cost of Items Ineligible for ERate Discount 2014-2015

2014-2015 Technology Costs not Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	6	$500	$3,000	$110	$660	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	0	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TOTAL				$ 50,008		$ 10,464	
Grand Total				$60,472			

NCLB Chart 9, Cost of Items Ineligible for ERate Discount 2015-2016

2015-2016 Technology Costs not Eligible for Erate Discount							
Item	**Goal**	***Number***	***Price***	***Total***	***Installation***	***Total***	***Replacement Time***
Server w/ UPS, Switch, Windows Server & Tape backup	**1,2,3,4,5,6**	0	$14,883	$0	$5,000	$0	4
Fixed PCs Classroom	**1,2,3,4,5,6**	0	$546	$0	$37	$0	4
Laptops	**1,2,3,4,5,6**	28	$320	$8,960	$110	$3,080	4
IPad Capable Mobile Device/Tablet or similar	**1,2,3,4,5,6**	4	$500	$2,000	$110	$440	4
Ethernet Drop in each classroom with switch or wireless	**1,2,3,4,5,6**	4	$200	$800	$110	$440	4
Microsoft Office, Excel, Word, Powerpoint License	**3,6**	28	$100	$2,800	$110	$3,080	4
Maint, Troubleshooting, Installation, and Prof Dev	**3,6**	1	$13,520	$13,520	$0	$0	n/a
LCD projectors	**3,6**	1	$640	$640	$200	$200	4
SMART Boards	**3,6**	4	$1,500	$6,000	$200	$800	4
LCD TVs	**3,6**	0	$752	$0	$200	$0	4
Averkeys	**3,6**	0	$84	$0	$34	$0	4
Audio Devices	**3,6**	4	$250	$1,000	$34	$136	4
Scanners	**3,6**	2	$300	$600	$34	$68	4
Digital Cameras	**1,3**	0	$450	$0	$0	$0	4
School software (Spanish and Math)	**3,4,6**	28	$96	$2,688	$1,000	$1,000	n/a
School Property Management Software	**3,6**	0	$350	$0	$100	$0	4
School Website Development including Eschool	**1,2,3,4,5,6**	1	$10,000	$10,000	$1,000	$1,000	n/a
Wireless Public Address System	**3,6**	0	$2,500	$0	$250	$0	4
TOTAL				$49,008		$10,244	
Grand Total				$59,252			

6. A description of how the applicant will coordinate activities, carried out with funds provided under this subpart with technology-related activities, carried out with funds available from other federal, state, and local sources.

All state, federal and local sources of funding are used in the overall program of the school. For example, the MAP online assessment involves teacher in-service, student use on the computer,

differentiated instruction based on results, and will lead to report cards which are computer generated. In order to carry out all activities, the Academia Antonia Alonso Expeditionary Learning Charter School has established a contract with Innovative Schools, who will provide maintenance, professional development, troubleshooting, and installation. Innovative Schools will coordinate with the in-school Technology Coordinator on all aspects of executing the Technology Plan.

7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.

Our integration timeline is immediate. The Spanish teacher will incorporate Spanish sites for usage, and Health instruction via the computer. Over the next three years software related to existing curriculums will be integrated into all classrooms to enhance instruction. Personal computers will be immediately available in each classroom and will be used to learn internet search capabilities and use language software to improve performance. Smartboards will be immediately available in order to deliver instructional material available on instructional videos. LCD Projectors and Smart Boards will be used to deliver presentations, instruction and video, with the Smart Boards enabling repetition that is so important for elementary school students. Mobile computing in support of field work will immediately enhance fieldwork by being connected to the web, providing instant information on observations. The mobile device will also record finding sketches and drawings, and save them for future use, so no hard earned knowledge is lost.

In addition, the school website, which will begin in 2013, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up homework assignments, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

The Academia Antonia Alonso Expeditionary Learning School will encourage, per the plan shown above, innovations in using mobile technology through tablets or similar devices, during fieldwork and to link to the internet for more information on observations, and to record findings and sketches so the teachable moment is not lost. An added benefit is the location of students will be known through the use of GPS on the tablet or a similar device.

Distance learning is not applicable. Academia Antonia Alonso Expeditionary Learning Charter School is a local community based school serving Kindergarten through 4th grade disadvantaged children, so specialized rigorous courses or distance learning does not apply.

9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

The Academia Antonia Alonso Expeditionary Learning Charter School will plot the progress of the MAP Assessment to check for achievement and to use as a factor teachers employ on the success of the students. We evaluate using the MAP, parent, staff and student questionnaires. Parent meetings are held in order to discuss effectiveness of all programs. Through the use of newsletters, school web site and open house activities, parents will be kept abreast of technologies used at the Academy. The Academia Antonia Alonso Expeditionary Learning Charter School Technology Coordinator will get input from Parents in order to get information from everyone who has a stake in the school. In addition, the school website, which will begin in 2013, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

The Academia Antonia Alonso Expeditionary Learning Charter School is currently researching Adult Literacy Programs to implement within the next three years. The LACC, who will be working in partnership with Academia Antonia Alonso, has a large successful adult education program which will be leveraged to help introduce charter school parents to the Adult Literacy concept.

11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

As mentioned in Goals section, the IT system must support the school goals. The IT Coordinator will decide, in concert with all stakeholders to include staff, teachers, and parents, on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust IT strategy accordingly. This measurement of progress will provide the process and accountability measures that Academia Antonia Alonso Expeditionary Learning Charter School will use to evaluate how effective we were in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet achievement standards. Specific measurements could include:

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.

- *Each 4th grade student will be able to prepare and give a basic PowerPoint presentation.*

- *Each student will demonstrate the ability to use a search engine to research homework assignments.*
- *Each student will demonstrate proficiency in using the Academia Antonia Alonso Expeditionary Learning Charter School website to obtain homework assignments.*
- *Annual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.*
- *Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.*
- *Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the MAP Online Assessment.*

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in ESchool.

- *Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*
- *School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.*
- *Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept

- *Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above*
- *A 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.*

Goal 4: Offer access to Spanish software and instruction as part of the Parent Literacy Program.

- *Annually survey parents via the school website and via mailings as to use of the software.*

  Include in survey if study of Spanish language provides an activity parents or guardians and students can share, encourage literacy, and if it enables a sense of school culture and loyalty as measured by volunteerism and parent/guardian attendance at school functions.

Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- *Assess school progress towards achieving 100% MAPs use at the end of each semester against the 100% goal and advise teachers as appropriate.*

Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary learning school experience.

- *Academia Antonia Alonso Expeditionary Learning Charter School Administrators will achieve 100% attendance at annual technology workshops to aid in decision making and purchasing of new software and equipment.*
- *Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.*
- *Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. If a teacher is unable to complete any portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.*

12. A description of the supporting resources (such as services, software, other electronically delivered *learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

    The supporting resources in which the Academia Antonia Alonso Expeditionary Learning Charter School uses are E School, MAP, and the school's website. Also, Innovative Schools will provide, under contract, supporting Information Technology and Consulting Services to support maintenance, troubleshooting, installation, and professional development. Innovative Schools will provide installation of updated server software and information technology equipment. Microsoft Applications will be used as the standard school software. Innovative Schools or another contractor will publish information to the school website, which will begin in 2013, and will serve to increase communication between school and families, and school and the community, by giving a means for parents to quickly look up homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as included on the school website.

References

1. (http://www.arlington.k12.va.us/domain/525).

2. Academy of Dover Technology Plan, September 2010

3. Tomlinson, Carol (2001). How to Differentiate Instruction in Mixed-Ability Differentiated Instructions provides access for all students to the general education curriculum. The method of assessment may look different for each child; however the skill / concepts taught will be the same. Classrooms (2 ed.). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0871205122.

4. Neihart, Maureen ed., with Reis, Sally; Robinson, Nancy; and Moon, Sidney, (2002). The Social and Emotional Development of Gifted Children: What Do We Know? National Association of Gifted Children (Prufrock Press, Inc.). p. 286

5. Kathy Bigio 'Differentiation 3-7', 2010

Note – 3, 4 and 5 above and related material were extracted from Wikipedia as a primary source.

Academia Antonia Alonso

ADMINISTRATIVE PROCEDURES MANUAL

Draft Pending Approval

All procedures will be updated and approved by the Board of Directors prior to the school's opening

ADMINISTRATIVE PROCEDURES MANUAL

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I. School/Personnel Policies and Practices

A. General

A.1. Emergency Procedures/School Closings

The Board accepts the responsibility to employ every reasonable means at its disposal to protect pupils and staff from situations which may pose real or potential threats to their health or safety. In the exercise of this responsibility, it further recognizes that situations may arise which require closing the school in whole or in part.

Therefore, it is the policy of the Board that the school principal/designee shall monitor those conditions which would or could jeopardize the safety and well-being of pupils and staff. The principal is authorized to use his/her judgment with regard to closing the school and to establish those procedures which will do so in an efficient manner. The principal shall notify parents, staff, students and others of school closings.

Annually, parents of all students shall be informed of the school's emergency closing procedures. Parents should be notified that the general intent of the school is to offer a regular program of instruction on every school day, and that the principal determines whether the school should be closed based on his/her perspective of what is in the best interest of all students.

With regard to school staff, the principal shall determine staff members' responsibilities in reporting to work based upon the school's work hour policy.

A.2. Fire Drills

It shall be the policy of the school to conduct at least one fire drill each month the school is in operation. During severe weather, fire drills may be postponed when approved by Fire Department officials. A record shall be kept in the school office of the date and hour of each fire drill that is held.

All fire drills should simulate actual fire conditions and safe building evacuation procedures are to be followed. No one is to return to the building until the principal/ designee indicates it is safe to return.

In the event of a fire, the principal/designee shall immediately report such fire to the fire department.

A.3. Bomb Threat

The following procedure will be followed when a threat of bomb damage has been made to the school. On receipt of a bomb threat by phone, letter, orally, or other means, the following steps will be taken:

1. The principal/designee will call the State Police and request them to have a detective in an unmarked car come to school and see the principal concerning the bomb threat.

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2. The principal/designee will notify the Fire Department.
3. The State Police working with the principal shall assume responsibility for the search, follow-up and investigation.
4. If evacuation of the building(s), dismissal of classes, etc., is in order, the principal, after careful evaluation, will make the decision.

A.3.1. Telephone Bomb Threat

When a telephone bomb threat is received, it is very important that as much information as possible be obtained from the caller. Every effort shall be made to engage the caller in conversation as to the following:

1. The time element involved; i.e., today? Now? This afternoon? Before three o'clock?, etc.
2. The location of the bomb - basement, locker, portable, floor, wing, shop, etc.
3. The type of device - type of explosive, dynamite, nitroglycerine, alarm clock timing, fuse detonated, cigarette burning timer, candle, etc.

Each or any of these subjects concerning the bomb may be of particular pride or interest to the caller and may initiate a conversation that will result in his giving information that would be vital in the prevention of a disaster.

The person receiving the call shall make a special written record of the following and turn this information over to the investigating officer:

1. The exact time and date the threat was received.
2. The message, as received (as accurately as possible).
3. Was there any threat implied as to race, religion or nationality?
4. An approximation of age and gender of the caller.
5. Were there any background noises that could be identified - juke box, radio, type of music, background talk or conversation, whispered encouragement/advice, etc.
6. Did caller have any distinguishable accent or drawl?
7. Did caller sound calm, hysterical, or factual?

A.3.2. Evaluation and Action

At this point the officer responsible will make a careful evaluation of all pertinent information and determine appropriate actions.

A.3.3. Bomb Threat Search Procedures

In the event there is reason to suspect that a bomb has been placed in a school, the State Police will organize "search teams" and assign them to various areas of the building to be searched.

In the event of discovery of a suspect bomb, the following steps will be taken:

1. Do not in any way touch or attempt to move the suspect package.

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2. Contact the State Police immediately in order that they may take the following steps:
    a. Clear the danger area of all occupants.
    b. Establish an organized guard around the outside area to prohibit others from entering.
    c. Notify hospital to be on stand-by in the event of need for medical aid.
    d. Arrange for shutting off all power, gas, and fuel lines leading into the danger area.
    e. Arrange for the removal of all flammable materials from the surrounding area.
    f. Notify the local fire department and rescue squad.
    g. Notify the stand-by agencies so that a competent explosives expert can be brought in.
    h. When possible, obtain mattresses to be used as protection against flying fragments.
    i. Check with custodian to have available fire extinguishing and fire-fighting equipment.
    j. Arrange with the local authorities for the use of portable X-ray equipment.
    k. Avoid moving any article or articles which may in any way be connected with the bomb or which may act as a triggering mechanism.

A.3.4. <u>Other Important Information</u>
The following additional information should be used as a guide:

Persons to be evacuated from the area should be moved to a minimum of three hundred feet from the point of possible explosion. Prior experience in other areas of the United States has indicated that an exploding bomb may cause damage to property and serious or fatal injuries to persons within an area of at least three hundred feet. It should be noted that there is also the danger of flying objects and shrapnel-like particles which make no arbitrary distance a safe one. For this reason, all unofficial or unnecessary personnel should withdraw from the scene completely.

In reference to power, gas, and fuel lines leading to a danger area, these should be shut off as soon as practical. By so doing, we would possibly prevent a second explosion of flammable materials which would further add to any disaster. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the police will maintain a guard around the area to prevent re-entry by any unauthorized person. It should be stated that, at this point, inspection and evaluation of the debris and standing structure would be conducted by appropriately trained personnel. Primarily their inspection would be necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., would inspect the building regarding supporting walls, damaged overhead structures, broken gas lines, live power lines, etc. Their inspection should

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precede any police or security investigation and would be designed to prevent any further injury.

A.4. Prohibition of the Use of Tobacco Products

The use of tobacco products on school premises is prohibited by state law. In addition, tobacco use is contrary to the educational goals, image and interests of the school, and to the maintenance of a healthy and safe school and work environment. Substantial medical research has established that the use of tobacco is a serious hazard to the health and welfare of users and, secondarily, to the health and welfare of those exposed to smoke.

For these reasons, all persons (students, employees, independent contractors, school visitors and members of the general public) are prohibited from using any tobacco products in or on school premises or property. Possession of lighted smoking materials shall be considered "use" within this policy.

Under Delaware state law, students under the age of 18 are prohibited from possessing cigarettes or any other tobacco product.

Violators of this policy will be subject to applicable Delaware Statute(s), and the disciplinary procedures of the school.

A.5. Drug Free Workplace

Illegal drugs and the use of alcohol have no place in the school environment. Furthermore, Congress passed the Drug-Free Workplace Act of 1988, requiring the certification of federal grantees of a drug-free workplace; and the Drug-Free Schools and Communities Act Amendments of 1989 requiring institutions to certify adoption and implementation of programs to prevent unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

Therefore, the school will abide by the State of Delaware's Drug-Free Workplace Policy which is included at the end of this manual.

A.6. Affirmative Action Plan

It is the policy of the school that no person shall, on the basis of race, color, creed, sex, national origin, age or disability, be subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act, as amended; American with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendments of 1972; and other applicable laws, regulations, and Executive Orders. This policy applies to recruitment, employment, and subsequent placement, training, promotion, compensation, continuation, probation, discharge, and other terms and conditions of employment over which the School has jurisdiction.

The school will further equal employment opportunities for members of minority groups and for females through implementation of the Affirmative Action Policy. Under this

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policy, the school actively seeks qualified minority and female applicants for open positions in order to attain its goal of fair representation of minorities and females in all branches and divisions and in all job classifications.

A.7. Cultural Diversity

The school will develop and implement a program which will assure that the school is uniformly addressing diversity in all of its activities. The concept of diversity stresses respect for all human differences. Diversity is an asset that provides a balance of different viewpoints, perspectives, and strengths.

The school's program will increase knowledge and understanding of diversity issues. Greater innovation and creativity in curricular matters, decision making, and problem solving will be possible in this socially diverse environment. Diversity will encompass all aspects of school functions, including the curriculum, employee relations and student interaction.

Gender, racial, ethnic, cultural, religious, and other differences enrich the educational and social environment where individuals teach, learn, and work. Differences among our students and employees present the school with opportunities to cultivate mutual understanding and respect.

In demonstrating its commitment to diversity, the School will support the pluralistic community it serves, which complements its philosophy and mission.

A.8. Nondiscrimination with Respect to Disability

It is the policy of the school that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders. This policy applies to access and utilization of facilities, services, and programs; and to employment, including but not limited to recruitment, selection, training, promotion, compensation, continuation, probation, and discharge, if the person is qualified and able to perform the essential functions of the job with or without reasonable accommodation.

A.9. Sexual Harassment

All faculty, staff, and students have a right to work and/or attend a school in an environment free of discrimination, including freedom from sexual harassment. Therefore, it is the policy of the school that no member of the school community may sexually harass another. Any employee or student will be subject to disciplinary action including, but not limited to, dismissal for violation of this policy.

A.9.1. Sexual Harassment of Students

The school maintains an environment free from any sexual harassment or sexual intimidation toward and between students. The school will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action to eliminate it, up to and including full discipline of offenders.

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Sexual harassment includes, but is not limited to, any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or interferes with the recipient's academic performance. Sexual harassment includes any form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or express pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of escalated harassment, sarcasm, intimidation, or unwarranted comments to or through peers.

Any student who believes that they have been subjected to or have witnessed sexual harassment or any parents/guardians who believe their child has been subjected to or has witnessed sexual harassment, should report the incident(s) to the principal. All contacts will be treated fairly and promptly. To the fullest extent possible, the school will keep all complaints and the terms of their resolution confidential. Information will not be released by the school unless required by law or if necessary for the purpose of taking corrective action. The school forbids retaliation against anyone who has reported any incidents of harassment. If a student or parent/guardian is not comfortable with contacting the principal, the concern may be presented to a counselor, school social worker or to a teacher with the understanding that incidents must be reported to the principal for prompt review and action, in accordance with established procedures. A copy of such procedures can be obtained from the school office.

A.9.2. <u>Sexual Harassment of Employees</u>

The school maintains a working and learning environment free from any sexual harassment or sexual intimidation toward and between employees. The school will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action against offenders to eliminate it through discipline, up to and including termination of employment. Any person who believes she/he has been harassed or has witnessed harassment should promptly file a complaint in accordance with established procedures. A copy of such procedures can be obtained from the school office. To the fullest extent possible, the school will keep all complaints and the terms of their resolution confidential. Information will not be released by the school unless required by law or if necessary for the purpose of taking corrective action. The school forbids retaliation against anyone who has reported any incidents of harassment.

Sexual harassment includes, but is not limited to:

A. Unwelcome or unwanted sexual advances. Examples include patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact which is considered unacceptable by another individual.

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B. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment or status at the School.

C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendos or actions that offend others.

B. Work Hours

The normal workweek for full-time School employees is (tbd) a.m. to (tbd) p.m. Monday through Friday, and will include a duty-free lunch. The principal is authorized to establish working periods and to designate work assignments in the best interests of the school.

In addition to teaching assignments, faculty members may be required to serve on various committees, attend meetings essential to the effective operation of the School, assist and perform other appropriate assignments.

C. Performance Appraisals

Evaluation of an employee's performance shall be for, but not limited to, the following purposes:

1. To provide teachers with information and support for continuous improvement;
2. To motivate members of the staff to participate in the formulation and evaluation of instructional programs;
3. To provide an atmosphere of cooperation and two-way communication between administrators and teachers which will support and foster effective evaluation processes;
4. To provide information for decisions on in-service training and staff development programs; and
5. To provide a formal documented record for making judgments about personnel promotion, reassignment, tenure and termination. The school will follow the Delaware Performance Appraisal System II (DPASII) procedures as outlined by the Delaware Department of Education to appraise teachers/specialists. Procedures for implementing the Delaware Performance Appraisal System II are found in Department of Education Doc. No. 95[-01/90/07/13, 8/16/90].

D. Student Interns and Student Teachers

The school has an obligation to aid in the training of prospective professionals. The school, subject to the discretion and approval of the Board of Directors, may accept placement of student teachers and interns from certified institutions.

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Funds received from institutions as remuneration for the supervision of student teachers or interns shall go directly to the supervising staff member. The supervising staff member has the responsibility for directing, monitoring and evaluating the performance and activities of the student teacher or intern in accordance with the requirements of the program.

E. Conflict of Interests

The Board of Directors, teachers, or school staff members shall not have an interest, directly nor indirectly, in any agreement which may produce financial gain. If an issue arises in which a conflict of interest exists, the staff member shall withdraw from participation in the discussion and resolution of the issue.

E.1. Sale of Instructional Materials or Services

No administrator or employee connected with the school may act as an agent or solicitor for personal gain for the sale of school instructional materials, supplies, equipment and services, or promote such sales to individuals or the school district or receive any fee or reward for such sales.

E.2. Tutoring

Teachers are not permitted to tutor or counsel students under their supervision for private pay.

F. Staff Development

The school is dedicated to providing a systematic, yet flexible, program of learning experiences for its staff. This commitment to an ongoing learning process is based on the following premises:

- The effectiveness of the school as an educational system is highly dependent on the quality of its staff.
- The staff, a clearly recognizable prized asset, is a resource that must be kept current, supported, and involved in professional growth.
- The school principal plays a vital role in assisting staff members in their professional growth.
- As a team, staff members, faculty and administrators need to identify and implement methods to meet both long and short range goals.
- Staff development requires that commitments be made and responsibilities be accepted to meet those broader needs of the school.

The school's program should allow for sufficient time to provide opportunities for staff to become informed about current theory and concepts, and to determine their value and practical application. The school recognizes the importance of, and therefore provides for, staff involvement in the planning, implementation, and assessment of its staff

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development program. In keeping with this policy, the principal shall present a staff development plan to the Board on an annual basis.

G. Conference Attendance

Staff may be permitted to attend conferences or meetings which are beneficial to the school at the expense of the school, provided such attendance is previously approved by the principal/designee. Expenses shall be submitted to the principal's office on an itemized statement in accordance with school guidelines.

II. Conditions of Employment:

A. Certification

Requirements for certification are established by the Delaware Department of Education, which has reciprocity with 26 other states and the District of Columbia. Candidates for academic positions must have a Bachelor's Degree in education in the appropriate subject area. Teachers new to Delaware public schools must also achieve a passing score on all three sections of the Praxis I and II. This requirement must be satisfied by the end of the second fiscal year of employment.

B. Duties and Responsibilities of Instructional Personnel

Teachers shall be under the general supervision of the school principal, and shall perform those duties required by law, by contract, and by the policies of the Board.

B.1. Teachers shall familiarize themselves with the policies and regulations of the school board. The school principal shall observe and enforce such policies and regulations. A copy of the Board policy shall be maintained in the school office.

B.2. Teachers shall devote themselves faithfully and exclusively to the performance of their duties while on school grounds during school hours.

C. Contract

All certified personnel must enter into a joint contract with the Board to receive salary payments as specified.

D. Resignation

All instructional personnel shall give notice of their intention to resign at least four weeks in advance, exclusive of school term vacation periods. Exception to this policy may be made only with the approval of the Board. Delaware is an "at will" employment state and as such, resignation notice requirements of employees are not to be construed with any obligation of dismissal or termination notice by the employer.

E. Hiring Procedures

The school is dependent upon the quality of its staff in meeting its mission and objectives. In that regard, the school is committed to hiring the best qualified individuals

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through equitable, consistent, and efficient personnel practices. The Board and school principal shall develop administrative procedures regarding employment practices.

E.1. Recruitment
The school shall recruit in institutions and throughout an appropriate geographical area in order to obtain qualified, talented candidates, who reflect the diverse school population.

E.2. Selection Process
The selection process shall be under the direction and coordination of the Board and the principal, and shall include appropriate input by administrators, professional and support staff, students, parents and community.

The selection of employees shall be based on job-related qualifications, consistent with the established role description for the job. The school shall not discriminate on the basis of race, gender, religion, national origin, or other factors extraneous to the designated role. Personnel information will be managed confidentially and professionally, and shared only with those individuals who have a right-to-know as defined in administrative procedures.

III. Employment Benefits and Leaves

A. Benefits

A.1. Health Insurance
As State of Delaware employees, each is eligible for the health insurance administered by the State.

A.2. Life Insurance
Life insurance is provided as offered through the State of Delaware.

A.3. Dental Insurance
As State of Delaware employees, each is eligible for the dental insurance administered by the State.

A.4. Vision Care
As State of Delaware employees, each is eligible for the vision insurance administered by the State.

A.6. Tuition Reimbursement
Tuition reimbursement will be available based on the operation budget passed by the General Assembly each fiscal year.

A.7. Liability Insurance
The school will contract for liability insurance.

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A.8. Summer Courses

Delaware teachers may enroll tuition free, in summer school programs in the colleges of education at the University of Delaware and Delaware State University, contingent on the availability of funds in the State's operating budget.

B. Leave Policies

B.1. General Policy Statement

The school recognizes that there will be times when an employee must be granted a leave of absence for purposes other than vacation, for reasons not anticipated or covered by present Delaware Law. Leave of absences decisions not provided for by state law will be made at the discretion of the Board with specific provisions around continuity of service on a case-by-case basis.

B.2. Leaves and Absences Provided Under Delaware Law

The following leaves and absences, provided by the State of Delaware for all state employees, shall be administered at the School in accordance with the Delaware Code and the rules and regulations of the Department of Education:

B.2.1. Sick Leave
B.2.2. Work Related Injury or Disease *(*Worker's Compensation Leave*)*
B.2.3. Sick Leave and Absences for Other Reasons
B.2.3.1. Death in the Immediate Family
B.2.3.2. Critical Illness in Immediate Family
B.2.3.3. Death of a Near Relative
B.2.3.4. Religious Holidays
B.2.3.5. Personal Leave
B.2.4. Sabbatical Leave
B.2.5. Military Leave
B.2.6. Jury Duty
B.2.7. Olympic Competition
B.2.8. Public Office
B.2.9. Birth of a child or Adoption Leave

Delaware is an "at will" employment state and as such, administers the severance or termination of employees on a case-by-case basis within the guidelines of the law.

V. Employee Grievance Procedures

A. General Provisions

A.1. This procedure is to provide all employees equitable solutions for alleged violations, misinterpretations or inequitable applications of school policies or practices relative to provisions of federal anti-discrimination legislation within a specified period of time.

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A.2. The Board recognizes that each employee has the right to clear and accepted channels of communication through which a grievance may be presented, reviewed, and equitably resolved within a specified period of time.

A.3. Each employee is entitled to "due process" by having his/her grievance reviewed by higher authority without fear of reprisal or recrimination as a result of having presented a grievance or having been a party in interest in the grievance procedure.

A.4. Each employee has the right to self-representation or is entitled to be accompanied or represented by legal counsel if the grievant so desires.

A.5. The grievance procedure shall be kept confidential and all documents, communication and records relating thereto will be maintained in a separate grievance file.

A.6. If a meeting to process a grievance is scheduled by the Board during the normal working day, the employee and all school participants will suffer no loss in pay.

A.7. The number of days specified in this procedure may be extended by mutual agreement between the Board or its representative and the grievant.

A.8. Nothing in this procedure shall be construed to limit the right of the Board or the grievant to appeal to an appropriate court of law.

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http://www.delawarepersonnel.com/policies/docs/drugfreeworkplace.pdf

http://www.delawarepersonnel.com/policies/sex_harassment.shtml

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Academia Antonia Alonso Charter School
Year 1 Fundraising Plan
August 2011

To supplement Academia Antonia Alonso's projected budget and provide additional resources for students attending the school, the Board of Directors will be actively engaged in fundraising. Fundraising will begin following the State's approval of the school's charter application and will be managed by a Fundraising Committee, appointed by the newly formed Governing Board, in partnership with the school leader. As Charter Management Organization (CMO), Innovative Schools will ensure that appropriate accounting protocols are in place to accept philanthropic donations.

SECTION 1: ORGANIZATIONAL FUNDING GOALS

Need	**$ GOAL**
Capital/School Building	$550,000
Expedition Fund	$20,000
Technology/Computers	$15,000
After School Program	$100,000
TOTAL FUNDING NEED	**$590,000**

SECTION 2: FUNDRAISING GOALS BY SOURCE

Projected Revenue By Source

Revenue sources	**Projected $**
Individual donors	$2,000
Foundation grants	$523,500
DDOE grant	$50,000
Special events	$14,500
TOTAL REVENUE	**$590,000**

Projected Revenue By Fundraising Strategy

Fundraising strategies	**Projected $**
Individual Donors	
Board of Directors	$1,000
Online/email giving	$1,000
Foundation Grants	
Longwood Foundation	$250,000
Welfare Foundation	$150,000
Laffey McHugh Foundation	$20,000
Crystal Trust	$20,000
Gilliam Foundation	$10,000
Rodel Foundation of Delaware	$50,000
Kinder Morgan Foundation	$3,500
TD Charitable Foundation	$5,000

Lowe's Charitable and Educational Foundation	$5,000
Home Depot Foundation	$10,000
DDOE Grant	
21st Century Community Learning Center Grant	$50,000
Special Events	
Opening Celebration	$10,000
Barn Raising	$3,000
Bake Sale	$1,500
TOTAL REVENUE	**$590,000**

Other Benchmarks	**Projected**
# Donors >$250	10
# Donors <$250	75
# Individual donors	85
# Face to face donor meetings	20
# Names on donor email list	400
# Website donations	50

SECTION 3: FUNDRAISING STRATEGIES

INDIVIDUAL GIFTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from Governing and Founding Board of Directors. Goal is to raise a minimum of $1,000, with 100% of the Board contributing at giving levels that are reasonable yet meaningful to each of them.	• Develop Board Solicitation Letter • Discuss Board Giving Goal at June Board Meeting • Identify key point of contact to have individuals conversations with each Board member to answer any questions • Send reminder emails to those individuals that do not submit donation in October and March. • Submit thank you and donor acknowledgement letter for tax purposes with-in one week of their gift. • Update Board on progress with meeting Board giving Goal at monthly Board meetings.	Fundraising Committee/ School Leader
Create awareness about Academia Antonia Alonso fundraising needs by establishing an Online/Email Giving campaign. Goal is to raise a minimum of $1,000 utilizing this resource, with at least 40 individuals donating	• Develop text and giving levels for online giving page that clearly communicates needs and impact of gift. • Research companies that provide customized online giving services • Select provider by July 1, work with Innovative Schools to have online giving incorporated into website • Reach out to local non-profit organizations to help	Fundraising Committee/ School Leader/ Innovative Schools

$25/person.	advertise the online giving campaign in their newsletters. • Develop messaging to be included on all print materials directing individuals to the online giving section of the Academia Antonia Alonso website. • Develop and send electronic email about Academia Antonia Alonso fundraising needs; send out twice during the year in December and in June to entire email list. • Work with Innovative Schools to ensure that online giving is properly recorded in Academia Antonia Alonso financial records • Monitor progress on donations monthly	

FOUNDATION GRANTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from local Foundations. Goal is to raise a minimum of $523,500.	• Research information on Foundations to determine grant deadlines, application criteria, etc. • Identify main contact at Foundations and schedule face-to-face meeting to share information about the school and discuss the Foundation's goals and giving interests • Write applications, have at least 3 proof readers review application before submission • Follow-up with contact after outcome of proposal is known; submit thank you letter. • If application was not funded, ask contact for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Academia Antonia Alonso website. Update Board on progress.	Fundraising Committee/ School Leader

DDOE GRANT

STRATEGY	ACTIONS	STAFF INVOLVED
Apply for 21st Century Community Learning Centers Grant	• Research application process; attend pre-meetings. • Establish point-of-contact at DDOE who is responsible for managing this grant program. • Follow-up with contact after outcome of presentation is known. • Complete application, identify 3 proof-readers to	Fundraising Committee/ School Leader

	provide feedback • If application was not funded, ask contact at DDOE for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Academia Antonia Alonso website. • Update Board on progress; share info with key stakeholders in monthly newsletters	

SPECIAL EVENTS

STRATEGY	ACTIONS	STAFF INVOLVED
Organize a fundraising cocktail hour to coincide with the Academia Antonia Alonso opening celebration. Goal is to raise a minimum of $10,000 from this event with at least 50 individuals contributing a minimum of $250	• Determine best date for the Opening Celebration • Identify key people to manage opening celebration, develop timeline with key dates • Ask a Board member to donate home for purposes of cocktail hour • Identify caterer • Develop invitations • Develop invite list • Identify key guest speaker to attend • Solicit gifts for silent auction • Develop materials to share with guests • Send thank you letters to all guests and businesses that donated prizes • Acknowledge all gifts on Academia Antonia Alonso website • Update Board on progress; share info with key stakeholders in monthly newsletters	Fundraising Committee/ School Leader
Organize a Barn Raising event to help prepare for school opening. Goal is to build community support and raise at least $3,000 dollars in donations and in-kind gifts	• Develop flyer, email, press release, and other materials to help promote event and secure volunteers • Develop inventory list of items that are needed for barn raising, both materials and financial needs • Develop list of local businesses and conduct outreach to these groups for donations of supplies and financial gifts. • Develop an solicitation letter to local businesses, families for donations • Develop agenda for day of the barn raising; develop plan for coordinating volunteers around key projects	Fundraising Committee/ School Leader

	• Order t-shirts for volunteers; provide promotional materials about the school • Develop strategy for acknowledging volunteers/contributors • Capture information on volunteers and contributors and add to mailing list.	
Organize a bake sale with the support of parents at the school. Goal is to raise a minimum of $1,500	• Coordinate parent meeting to plan and secure volunteers for the bake sale • Develop flyer, press release, other promotional materials to help promote bake sale • Coordinate volunteers day of event to help with table set-up, selling goods. • Have promotional materials about school available to share with individuals who purchase bake sale goods • Develop strategy for acknowledging parent volunteers	

SECTION 4: SUPPORT MATERIALS (TO BE DEVELOPED)

- Case for support describing the funding needs and the school's benefit to the community (will utilize materials developed for marketing purposes)
- Academia Antonia Alonso 501c3 letter (to be obtained)
- Academia Antonia Alonso Charter School Board of Directors List (to be obtained once governing Board has been selected)
- Project budgets for each giving area identified (to be developed once building site has been selected, quotes obtained for school van and technology)
- Board Solicitation Letter
- Donor acknowledgement letter
- Audit (to be obtained Year 2 of operation)

Academia Antonia Alonso Charter School
Year 1 Fundraising Plan
August 2011

To supplement Academia Antonia Alonso's projected budget and provide additional resources for students attending the school, the Board of Directors will be actively engaged in fundraising. Fundraising will begin following the State's approval of the school's charter application and will be managed by a Fundraising Committee, appointed by the newly formed Governing Board, in partnership with the school leader. As Charter Management Organization (CMO), Innovative Schools will ensure that appropriate accounting protocols are in place to accept philanthropic donations.

SECTION 1: ORGANIZATIONAL FUNDING GOALS

Need	**$ GOAL**
Capital/School Building	$550,000
Expedition Fund	$20,000
Technology/Computers	$15,000
After School Program	$100,000
TOTAL FUNDING NEED	**$590,000**

SECTION 2: FUNDRAISING GOALS BY SOURCE

Projected Revenue By Source

Revenue sources	**Projected $**
Individual donors	$2,000
Foundation grants	$523,500
DDOE grant	$50,000
Special events	$14,500
TOTAL REVENUE	**$590,000**

Projected Revenue By Fundraising Strategy

Fundraising strategies	**Projected $**
Individual Donors	
Board of Directors	$1,000
Online/email giving	$1,000
Foundation Grants	
Longwood Foundation	$250,000
Welfare Foundation	$150,000
Laffey McHugh Foundation	$20,000
Crystal Trust	$20,000
Gilliam Foundation	$10,000
Rodel Foundation of Delaware	$50,000
Kinder Morgan Foundation	$3,500
TD Charitable Foundation	$5,000

Lowe's Charitable and Educational Foundation	$5,000
Home Depot Foundation	$10,000
DDOE Grant	
21st Century Community Learning Center Grant	$50,000
Special Events	
Opening Celebration	$10,000
Barn Raising	$3,000
Bake Sale	$1,500
TOTAL REVENUE	**$590,000**

Other Benchmarks	**Projected**
# Donors >$250	10
# Donors <$250	75
# Individual donors	85
# Face to face donor meetings	20
# Names on donor email list	400
# Website donations	50

SECTION 3: FUNDRAISING STRATEGIES

INDIVIDUAL GIFTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from Governing and Founding Board of Directors. Goal is to raise a minimum of $1,000, with 100% of the Board contributing at giving levels that are reasonable yet meaningful to each of them.	• Develop Board Solicitation Letter • Discuss Board Giving Goal at June Board Meeting • Identify key point of contact to have individuals conversations with each Board member to answer any questions • Send reminder emails to those individuals that do not submit donation in October and March. • Submit thank you and donor acknowledgement letter for tax purposes with-in one week of their gift. • Update Board on progress with meeting Board giving Goal at monthly Board meetings.	Fundraising Committee/ School Leader
Create awareness about Academia Antonia Alonso fundraising needs by establishing an Online/Email Giving campaign. Goal is to raise a minimum of $1,000 utilizing this resource, with at least 40 individuals donating	• Develop text and giving levels for online giving page that clearly communicates needs and impact of gift. • Research companies that provide customized online giving services • Select provider by July 1, work with Innovative Schools to have online giving incorporated into website • Reach out to local non-profit organizations to help	Fundraising Committee/ School Leader/ Innovative Schools

$25/person.	advertise the online giving campaign in their newsletters. • Develop messaging to be included on all print materials directing individuals to the online giving section of the Academia Antonia Alonso website. • Develop and send electronic email about Academia Antonia Alonso fundraising needs; send out twice during the year in December and in June to entire email list. • Work with Innovative Schools to ensure that online giving is properly recorded in Academia Antonia Alonso financial records • Monitor progress on donations monthly	

FOUNDATION GRANTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from local Foundations. Goal is to raise a minimum of $523,500.	• Research information on Foundations to determine grant deadlines, application criteria, etc. • Identify main contact at Foundations and schedule face-to-face meeting to share information about the school and discuss the Foundation's goals and giving interests • Write applications, have at least 3 proof readers review application before submission • Follow-up with contact after outcome of proposal is known; submit thank you letter. • If application was not funded, ask contact for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Academia Antonia Alonso website. Update Board on progress.	Fundraising Committee/ School Leader

DDOE GRANT

STRATEGY	ACTIONS	STAFF INVOLVED
Apply for 21st Century Community Learning Centers Grant	• Research application process; attend pre-meetings. • Establish point-of-contact at DDOE who is responsible for managing this grant program. • Follow-up with contact after outcome of presentation is known. • Complete application, identify 3 proof-readers to	Fundraising Committee/ School Leader

	provide feedback • If application was not funded, ask contact at DDOE for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Academia Antonia Alonso website. • Update Board on progress; share info with key stakeholders in monthly newsletters	

SPECIAL EVENTS

STRATEGY	ACTIONS	STAFF INVOLVED
Organize a fundraising cocktail hour to coincide with the Academia Antonia Alonso opening celebration. Goal is to raise a minimum of $10,000 from this event with at least 50 individuals contributing a minimum of $250	• Determine best date for the Opening Celebration • Identify key people to manage opening celebration, develop timeline with key dates • Ask a Board member to donate home for purposes of cocktail hour • Identify caterer • Develop invitations • Develop invite list • Identify key guest speaker to attend • Solicit gifts for silent auction • Develop materials to share with guests • Send thank you letters to all guests and businesses that donated prizes • Acknowledge all gifts on Academia Antonia Alonso website • Update Board on progress; share info with key stakeholders in monthly newsletters	Fundraising Committee/ School Leader
Organize a Barn Raising event to help prepare for school opening. Goal is to build community support and raise at least $3,000 dollars in donations and in-kind gifts	• Develop flyer, email, press release, and other materials to help promote event and secure volunteers • Develop inventory list of items that are needed for barn raising, both materials and financial needs • Develop list of local businesses and conduct outreach to these groups for donations of supplies and financial gifts. • Develop an solicitation letter to local businesses, families for donations • Develop agenda for day of the barn raising; develop plan for coordinating volunteers around key projects	Fundraising Committee/ School Leader

	• Order t-shirts for volunteers; provide promotional materials about the school • Develop strategy for acknowledging volunteers/contributors • Capture information on volunteers and contributors and add to mailing list.	
Organize a bake sale with the support of parents at the school. Goal is to raise a minimum of $1,500	• Coordinate parent meeting to plan and secure volunteers for the bake sale • Develop flyer, press release, other promotional materials to help promote bake sale • Coordinate volunteers day of event to help with table set-up, selling goods. • Have promotional materials about school available to share with individuals who purchase bake sale goods • Develop strategy for acknowledging parent volunteers	

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Academia Antonia Alonso
Feasibility Study Summary
November 19, 2011

Purpose of Study To best understand the demand for Academia Antonia Alonso, members of the Founding Board in partnership with Innovative Schools conducted a Feasibility Study. The study analyzed a number of factors: local enrollment trends, AYP ratings for neighboring elementary schools, the strength of the partnership with the LACC, and community interest.

Demand for a quality elementary school

Academia Antonia Alonso aims to draw students primarily residing in Red Clay as well as the city portion of Christina (locations within reasonable transportation distance of the school's location). The following schools fall within this range, listed below with the accompanying relevant statistics. [1]

District	School	AYP 2010	K-1 Total	K-1 Hispanic	K-1 African-Am.	K-1 ELL
Red Clay	Highlands	Below	102	35	47	2
	Warner	Below	169	34	124	5
	Shortlidge	Below	93	1	91	0
	Lewis	Below	185	134	42	124
	Baltz	Below	200	117	45	90
	Marbrook	Below	203	154	12	138
	Brandywine Springs	Below	240	13	11	3
	Mote	Below	210	137	26	134
	Richey	Below	150	31	28	9
Total			**1552**	**656**	**426**	**505**
Christina	Pulaski	Meets	141	92	41	75
	Elbert-Palmer	Meets	104	8	94	4
	Stubbs	Below	105	6	96	1
	Bancroft	Below	106	11	94	0
Total			**211**	**17**	**190**	**1**
Total (AYP 2010: Below)			**456**	**117**	**325**	**80**
Overall Total			**2008**	**773**	**751**	**585**
Overall Total (AYP 2010: Below)			**1763**	**673**	**616**	**506**

According to 2010 AYP ratings, there are 1,763 students attending schools that are not high-quality in grades K-1. To reach Academia Antonia Alonso's initial capacity of 300 students (150 in each grade), it would need to enroll just 17% of these students, not even taking into account population growth or any other factor.

This feasibility changes a little if we were to consider the target population of a balanced mix of ELL and non-ELL students (50% each). From the graph above, 50% (150 students) would correspond to 30% of the ELL population attending low-performing schools and 12% of the non-ELL population attending low-performing schools. Given the strong partnership with the LACC (see below) and the demand from the Hispanic and ELL population (see below), 30% is well within reason. For the non-ELL population, the various factors listed below also puts this proportion well within reach.

[1] Data gathered from DDOE school profiles: http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx

Demand for a Latin American Community Center (LACC) partnership[2]

Academia Antonia Alonso will be a charter school with a strong partnership with the LACC, a community-based organization that has a very well-built presence in the Hilltop area of Wilmington, as well as among the Hispanic population in the city. The strength of this partnership and the services the LACC already provides to the community and will provide as a partner with Academia Antonia Alonso, will serve as another strong draw for student enrollment.

The LACC currently operates a highly regarded, nationally accredited Head Start/ECAP pre-K program that enrolls 49 students yearly, with an extensive waitlist. Virtually all of these students complete the program and enter kindergarten in neighboring schools. One of the initial impetuses for Academia Antonia Alonso was the fact that parents were not satisfied with the kindergarten programs that were available to their child upon completion of the LACC's pre-K program. Many complained that their child/ren entered kindergarten well ahead of their peers, but lost progress within the first few years of elementary school.

This same complaint resonated with parents of students who take advantage of the wraparound services the LACC currently offers to K-12 students in neighboring Red Clay and Christina schools (after-school and summer programs that include tutoring, enrichment, and extracurriculars). The LACC reports that they currently serve 228 students in grades K-5 (approximately one-third of which are in grades K-1, or 76). They predict an increase in enrollment as the year continues, with 30+ students joining the program for the summer, and continued increases in enrollment in successive years. Given the strong satisfaction of parents with the LACC's services, it is expected that a significant majority of students in these programs would also attend Academia Antonia Alonso. A conservative estimate of 80% of these K-1 students (including the projected growth) interested in Academia Antonia Alonso would result in almost 70 attendees, just from the LACC alone.

Taken together, the LACC would act as a very strong pipeline to Academia Antonia Alonso, filling almost half of the seats at the school (combining the pre-K students and 80% of K-1 students served, as indicated above). In fact, Academia Antonia Alonso has already begun to collect early commitment letters from interested parents. In just one week they collected 70 letters of commitment and plan to continue to do so until the eventual opening of the school. The LACC staff predict they will have well over a hundred (one-third of the initial capacity of the school) by the end of 2011, over a year and a half before the school has even opened. For a more detailed analysis regarding the potential demand for Academia Antonia Alonso among the Hispanic and Latino communities, see accompanying report conducted by the LACC.

[2] Data from this section reported by the LACC.

Demand for a dual-language program

Lewis Elementary School in Red Clay was previously the only dual-language program in Delaware, but with its inclusion in the Partnership Zone, school leaders have made known that they are strongly considering eliminating this aspect of their school. Lewis has 185 K-1 students (see chart above), many of whom were enrolled in the school by the parents because of the quality of their ELL program and the fact that the school offered a dual-language program. This is true of parents of students both ELL and non-ELL (many non-ELL Lewis parents have said they enrolled their child at Lewis in order for them to learn Spanish, expressing concern at the elimination of that program and giving indication that they will be looking for a different school). In addition, parents who may have desired a dual-language program previously but were apprehensive of Lewis' poor academic performance will now have a viable option for their child. Given the imminent changes Lewis faces, in addition to its poor academic performance, it is likely that many parents will opt instead to send their student to Academia Antonia Alonso.

This demand can be clearly seen by other charter elementary schools in the state that also have strong language programs. Las Americas Aspira Academy opened at maximum initial capacity (101% enrollment), and Odyssey Charter has enjoyed continued high demand (currently 114% enrollment capacity). It is expected Academia Antonia Alonso will see similar demand. [3]

[3] Enrollment numbers from DDOE November 2011 charter report: http://www.doe.k12.de.us/infosuites/ddoe/sbe/docs/November2011.pdf

Demand for the Model: Surveying parents and student needs

In addition to looking at demand for a city location, Academia Antonia Alonso conducted a survey of community members, focusing on parents and guardians of school-aged children. The survey was conducted both electronically and through face to face interaction, with publicity and information posted in the following places:

- Wilmington, Bear, and Kirkwood public libraries
- Cool Springs/Tilton Neighborhood Newsletter
- News Journal sticker advertisements
- Local churches in Wilmington and Newark
- Local grocery stores in Wilmington and Newark
- Local community blogs
- Partner organization websites
- Wilmington YMCA
- Latin American Community Center

In addition, survey responses were actively sought during the following events:

- Rodney Square Farmer's Market
- Cool Springs Farmer's Market
- Urban Bike Project events
- Newark Community Day
- Delaware Day for Kids
- Latin American Community Center events

Demographics

Efforts were made to include survey responses from community members in as many relevant zip codes as possible, ultimately resulting in responses from 13 different zip codes (including all city zip codes, **bolded**):

19702	19703	19709	19711	19720	**19801**	**19802**
19803	19804	**19805**	**19806**	19808	**19809**	

Academia Antonia Alonso aimed to survey a representative mix of ethnicities: 27% African-American, 38% Caucasian, 23% Hispanic. Respondents were primarily between the ages of 31 and 50 (71%) and 21-30 (17%), primarily consisting of parents (90%) and educators (17%, with overlap). 65% had children in grades K-5, 29% had children not yet old enough for kindergarten, and 19% had children in grades 6-12.

Meeting the Demand: Curriculum & Instruction

84% of survey respondents cited curriculum and instruction as one of their top priorities in choosing a school for their child, specifically citing unique instructional models such as project-based learning, language programs, extracurriculars, and personalization of the instruction for special education and gifted students. In addition, 65% of respondents agreed with the statement that their child enjoyed "hands-on-work" more than they enjoyed "book work" and 19% said that their child does well when able to work at their own pace.

Academia Antonia Alonso will use a dual-language Expeditionary Learning academic program, which utilizes experiential, integrated learning. The use of project-based learning will give teachers more flexibility to allow students to learn at their own pace and take ownership of their instruction. Teachers will also be given more freedom and flexibility to support and challenge students according to their needs.

Academia Antonia Alonso by definition will have a strong language program because of its dual-language nature, and many of its teachers will be certified bilingual instructors, ensuring all students will have interaction in both languages. Academia Antonia Alonso will also be able to offer a strong program of extracurricular activities due to its partnership with the LACC, a community organization that already offers a highly regarded and successful extracurricular program that serves 226 students from neighboring schools.

Meeting the Demand: Learning Environment & School Climate

70% of survey respondents said that the school's learning environment and climate was one of their top priorities in choosing a school for their child. 19% specifically said small class sizes and 15% preferred their school to be diverse.

Collaboration and teamwork is a central component of Academia Antonia Alonso's selected instructional model. Because project-based learning and expeditions require students to work together, students will develop these traits as soon as they enter school. As a student advances through each grade level and the projects get more involved, their ability to work well with others will further be strengthened until it becomes second nature.

In addition, one of the strengths of the Expeditionary Learning model, of which Academia Antonia Alonso is predicated on, is the idea that expeditions generate enthusiasm and excitement in a student's instruction. Data on other schools implementing the Expeditionary Learning model has shown that students are more engaged and enthusiastic about their learning, have fewer behavior problems and disruptions and a more productive learning environment and school climate.

While Academia Antonia Alonso will not focus on having small class sizes, often this desire by parents is rooted in the desire for more personal attention from a teacher. Due to the nature of the Expeditionary Learning model, teachers will have more flexibility to provide this personal attention to students.

Finally, Academia Antonia Alonso will most likely be diverse simply by its nature of being a dual-language program but also as a result of its targeted recruiting (see Marketing Plan for further detail.).

Meeting the Demand: Teacher & Leader Quality

44% of survey respondents said teacher and leader quality was one of their top priorities in choosing a school for their child. Academia Antonia Alonso's partnership with Innovative Schools provides a strong pipeline both for teachers and leaders[4]. In addition the relationship with the Expeditionary Learning national network will provide the quality professional development teachers need to deliver the model with fidelity.

Academia Antonia Alonso's strong partnership with the LACC will also ensure the teachers and leaders are fully able to implement the instructional model and dual-language program with fidelity. Not only does the LACC have an existing network of qualified and high-quality teachers to draw upon, it will also lend its expertise in training teachers in dual-language instruction. Most of the LACC's teachers are bilingual, both in the pre-K program as well as the after-school program. The LACC has significant experience working with and training teachers in dual language instruction and will lend this expertise to Academia Antonia Alonso's professional development.

Meeting the Demand: Location

25% of respondents said location was a top consideration in choosing a school for their child. Academia Antonia Alonso's founding board took this into consideration in choosing the site for the school building. The two sites currently under consideration are not only centrally located among target schools, but are within close proximity to the LACC.

In addition, 65% said they would be willing to provide transportation for their child to attend a school such as this.

Meeting the Demand: Proven Results

21% of respondents said proven results were an important priority in choosing a school for their child. Academia Antonia Alonso will open as part of the Expeditionary Learning national network, whose schools regularly outperform surrounding district schools in state assessments[5].

[4] For more information on Innovative School's talent pipelines, see section XXXX
[5] More information on Expeditionary Learning can be found on their website: http://www.elschools.org

Conclusion

42% of parents surveyed said their current school does **not** provide a program that allows their child to learn through their areas of interest, and only 38% said they felt their school had a program that allowed exploration of other cultures, specifically Spanish speaking ones. 88% said they did not know of a similar model in the area, the others citing Lewis[6] and Aspira[7]. 52% said they would consider enrolling their child in this school after they read the materials while another 29% expressed interest in learning more about the model, having not read the included materials about the model. These results are remarkably strong, even taking into account there may be a self-selection bias in parents taking the survey.

Academia Antonia Alonso clearly serves a pressing need in the community. The demand for a quality dual-language program implemented through a proven, innovative school model is clearly present, as is the demand for a school closely partnered with the LACC. Parents surveyed clearly agree with this fact and the LACC has already reported a high level of enthusiasm and community support for the school. This level of community support alone demonstrates the feasibility of such a school.

Expeditionary Learning's national network has been lauded by many—students, teachers, administrators, parents, city and state leaders; even President Obama has said that an Expeditionary Learning school he visited in Washington, DC was an "example of how all our schools should be."[8] Expeditionary Learning schools are achieving significant and incredible success serving populations that desperately need help, and aren't being reached otherwise. Delaware has an opportunity to share in this success, joining this incredible network and adding Academia Antonia Alonso to its repertoire of excellent schools so that truly we can live up to our state's reputation as the first in education.

[6] Lewis does not yet employ project-based learning (when it does it will not be integrated as tightly as Academia Antonia Alonso's program, which has project-based learning as its foundation) and is considering dropping the "dual-language" aspect of its instruction; as such it is not a comparable model.
[7] Aspira's location (closer to Newark than Wilmington) makes it more suitable to serving a different population and neighborhoods than Academia Antonia Alonso aims to; it is also not comparable.
[8] Press release online: http://elschools.org/sites/default/files/obama-visit-capital-city.pdf

Appendix: Survey Findings

Community Member Survey Findings

One of the first questions asked of parents and community members was what their top priorities were when considering a school for their children. Their responses, in descending order:

Top Priority	% Response
Curriculum & Instruction	**84%**
Unique instructional model (e.g. PBL)	10%
Language Programs	8%
Extracurriculars	8%
Personalization (including Sped, gifted)	8%
Learning Environment/School Climate	**70%**
Small class sizes	19%
Diversity	15%
Teacher & Leader Quality	**44%**
Location	**25%**
Proven Results	**21%**
Parental Involvement	**10%**

In addition, when asked to describe their child's school experience parents said their student:

- Enjoys "hands-on-work" more than "book work" (65%)
- Enjoys classes that use technology resources (54%)
- Needs more support to develop core skills in reading, writing, math (31%)
- Needs more challenge (29%)
- Enjoys school but does not work up to his/her ability (27%)
- Does well when able to work at own pace (19%)
- Does fine but seems bored or disengaged (15%)
- Seems to not be connected to school (13%)
- Is frustrated with school and not doing well (8%)

42% said their current school does **not** provide a program that allows their child to learn through their areas of interest, and only 38% said they felt their school had a program that allowed exploration of other cultures, specifically Spanish speaking ones. 88% said they did not know of a similar model in the area, the others citing Lewis and Aspira (Lewis does not yet employ PBL and is considering dropping the "dual-language" aspect of its instruction, while Aspira is closer to Newark and more serves those neighborhoods than the ones Academia Antonia Alonso plans to serve).

65% said they would be willing to provide transportation for their child to attend a school such as this. 52% said they would consider enrolling their child in this school after they read the materials while another 29% expressed interest in learning more about the model, having not read the included materials about the model.

LACC Report: The State of Hispanic Students in Delaware

The U.S. Census Bureau today released a 2010 Census brief on the nation's Hispanic population, which shows the Hispanic population increased by 15.2 million between 2000 and 2010 and accounted for more than half of the total U.S. population increase of 27.3 million. Between 2000 and 2010, the Hispanic population grew by 43 percent, or four times the nation's 9.7 percent growth rate (Census 2010). Among children ages 17 and younger, there were 17 million Latinos, representing 23% of this age group, up from 17% in 2000. (Pew Hispanic Center). One in six Americans is Latino, and nearly one in four children in America is Latino

According to 2010 census data, Delaware's Hispanic population nearly doubled, from 37,277 in 2000 to 73,221 in 2010. Hispanics now make up 8.2 percent of the state's population, up from 4.8 percent in 2000. Roughly one in 10 Delawareans is Hispanic, and 66% of the state's Hispanic population lives in New Castle County.

The number of Delaware's Hispanic children also doubled between 2010-2011: there are currently 27,086 Hispanic children under age 17 in Delaware, which is 13.2% of the state's child population, up from 7% in 2000.

The Latin American Community Center Antonia Alonso charter school will serve Latino and non-Latino children living within the City of Wilmington and a five mile radius outside the City. This area roughly corresponds to Zone 4, one of 18 zones mapped by the Delaware Division of Public Health to measure risk factors of different communities throughout the state. Zone 4 is located in the central and western geographic region of the Wilmington metropolitan area. It includes the cities and towns of Elsmere, Newport, and the City's West Side and Browntown/Hedgeville neighborhoods.

Zone 4 has the highest concentration of Latino residents of all the New Castle County zones: 8,380 individuals, or 19.16% of all residents. About 14.31% of Zone 4 residents have incomes below 100% of U.S. Poverty guidelines; 38% of the population 18-24 years old did not graduate from high school and 13.39% of households receive food stamps. Thus compared to the state as a whole, residents of Zone Four have a higher risk of living in poverty and having less than a high school education. The previous economic data is based on the U.S. Census Bureau American Community Survey Five-year Estimates, 2005-2009. It is likely that the economic picture has worsened since then, especially for Latino families, due to the recession. In fact, based on the Census Bureau's Supplemental Poverty Measure, the national poverty rate for Hispanics was 28.2% in 2010, higher than it was for African American, non-Hispanic whites or Asians. More Latino children are living in poverty—6.1 million in 2010—than children of any other racial or ethnic group.

Poverty is a factor that puts children at risk for academic failure. Other factors include having a mother who did not complete high school and/or is a single-parent, and having parents who speak a language other than English in the home. These broad indicators, several of which are interrelated, do not necessarily predict that a student is destined for school failure. However, students whose families have combinations of these factors are more likely to have difficulty in school. (Schneider, Barbara, Sylvia Martinez, and Ann Owens, "Barriers to Educational

Opportunities for Hispanics in the United States," in *Hispanics and the Future of America*, edited by Marta Tienda and Faith Mitchell (Washington, DC: The National Acadamies Press 2006)

The 2008 Delaware Hispanic Needs Assessment found that Latino children in New Castle County have many of the risk factors for academic failure. Of the 57% of survey respondents living in a household with at least one child:

- Around two-thirds (66.2%) lived in New Castle County
- More than half (54.8%) were not proficient in English
- Over 45 percent (45.7%) had household incomes of less than $20,000 per year
- About a third (32.8%) were unemployed
- Thirty seven percent did not have a high school diploma
- Over 56 percent do not have access to health insurance

These risk factors are taking a toll on the academic success of Latino students in New Castle County. For example, Zone 4 includes or is near five elementary schools which have at least 40% Latino student population:

Elementary School	**% Latino Students**	**% English Language Learners**
William Lewis	83	66
Marbrook	69	52
Casimir Pulaski	57	37
Austin Baltz	55	29
Richardson Park	44	9

Of these five elementary schools, only Austin Baltz made Adequate Yearly Progress (AYP), which is designed to measure academic performance of not only all students in a particular school but of subgroups within the school's student population.

Additionally, all five schools

- Are Title One schools, which is a school with a large concentration of student living in poverty
- Have 75% or more of students eligible for free/reduced lunch
- Have 75% or more of students who live in " expanded poverty," which is a composite of free and reduced, Medicaid and TANF eligibility

The Delaware Comprehensive Assessment System (DCAS) is an online testing system used by the Del. Dept. of Education to measure progress in Reading and Mathematics, Social Studies and Science for Delaware students in grades 3-10. The State Summary of Spring 2011 Assessments reported wide disparities in achievement of proficiency in reading and mathematics between Latino and white students. In reading, the gap ranged from 20.3 percentage points in Grade 10 to 27.7 points in Grade 3. The achievement gap between White vs. Hispanic students in mathematics is at its smallest in grades Nine (18.9) and 10 (18.8). The largest gaps appear at grades 5 and 6 (22.6 and 22.0)

The English Language learner (ELL) vs. Non-ELL gap in reading was smaller in elementary school (33.1 in grade 3 and 38.2 in grade 4) and increases in middle school (46.6 in grade 5 and 49.3 in grade 6) and again as students approach and enter high school (50.7, 50.7, and 50.2 in grades 8, 9, and 10, respectively).

The ELL vs. Non-ELL gap in math grows rapidly from elementary to middle school (23.9 points in grade 3 to 42.8 in grade 6). In grade 7-10, the gap then drops a bit and hovers around 37 percentage points. The English Language learner (ELL) vs. Non-ELL gap in reading was smaller in elementary school (33.1 in grade 3 and 38.2 in grade 4) and increases in middle school (46.6 in grade 5 and 49.3 in grade 6) and again as students approach and enter high school (50.7, 50.7, and 50.2 in grades 8, 9, and 10, respectively).

Students from poor backgrounds often had lower proficiency rates than others, the study found. In Brandywine School District, for example, only 45.3 percent of students classed as of low socioeconomic status met the required standard in reading, compared with 75.6 percent of those from more prosperous backgrounds.

At the school level, results were also troubling. Below are tables with Reading and Mathematics results for the three elementary schools in or near Zone 4 with the highest Hispanic student populations

Percent of Hispanic Students who met 2011 DCAS Standards in Reading and Math					
Casimir Pulaski	**%**	**William Lewis**	**%**	**Marbrook**	**%**
Reading, Grade 3	30.8	Reading, Grade 3	25.5	Reading, Grade 3	20
Mathematics, Grade 3	43.9	Mathematics, Grade 3	37.7	Mathematics, Grade 3	32.8
Reading, Grade 5	61.5	Reading, Grade 5	20	Reading, Grade 5	24.6
Mathematics, Grade 5	51.7	Mathematics, Grade 5	6.4	Mathematics, Grade 5	26.2

Latino children make up 23% of all children in the United States and 13% of children in Delaware. In fact, without the growth of the Latino child population in the last decade, the total U.S. child population would have decreased. Today's Latino youth will be critical to our nation's economic and political future. They are our nation's future workers, taxpayers, and voters. To be able to compete in a changing economy, Latino children need to be educated, healthy, and safe.

Clearly, too many Hispanic students in the Wilmington metropolitan area are not meeting DCAS standards in Reading and Math. Failure to educate Latino children will have dire consequences for the economy of Delaware and the U.S., as school failure is linked to higher rates of high school dropouts, unemployment, public assistance and crime.

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Jonathan Garcia

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 6/8/09

Grado en el que el niño ira en otoño 2013: Prekinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Lizette

Apellido del Padre o Tutor: Gonzalez

Nombre del Segundo Padre o Tutor: Jonathan

Apellido del Segundo Padre o Tutor: Garcia

Dirección:
125 Green bank rd #8-3

Cuidad: Wilmington **Estado:** DE **Código:** 19808

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: (302) 276 4921

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Sandra G. Ceballos

Género: **MasculinoFémina** (Femina circled)

Fecha de Nacimiento (mm/dd/aa): 10-21-09

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Sergio

Apellido del Padre o Tutor: Ceballos

Nombre del Segundo Padre o Tutor: Felipina

Apellido del Segundo Padre o Tutor: Terreros

Dirección: 214 Nort Brum street

Cuidad: Wilmigton **Estado:** DE **Código:** 19805

Teléfono residencial: (302) 416-1530 **Teléfono del trabajo:** (302) 416-1610

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Daphne Ceballos

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 08-29-08

Grado en el que el niño ira en otoño 2013: PK

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Sergio Ceballos

Apellido del Padre o Tutor: Ceballos

Nombre del Segundo Padre o Tutor: Felipa

Apellido del Segundo Padre o Tutor: Terreros

Dirección:
214 Nort Brum street

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: (302) 416-1530 **Teléfono del trabajo:** (302) 416-1610

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Alexandra Brown

Gender: male (female)

Birthdate (mm/dd/yy): 8/7/09

Your child's grade fall 2013: daycare- Pre K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Maybelis Negron

Parent/Guardian Last Name: Negron

Second Parent/Guardian First Name: Luis

Second Parent/Guardian Last Name: Diaz

Address: 215 N Franklin st

City: wilmington **State:** DE **Zip:** 19805

Home Phone: 302-685-6487 **Work Phone:**

Cell Phone: 302-685-6487

Email Address: maybelisnegron@yahoo.com

Preferred Contact Method:

- ☐ Email
- ☑ Phone
- ☑ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: HECTOR MANUEL GARCIA BERNAL

Género: ~~Masculino~~Fémina

Fecha de Nacimiento (mm/dd/aa): 19/03.2008

Grado en el que el niño ira en otoño 2013: 1st

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Jose Ricardo Garcia Reyes

Apellido del Padre o Tutor: Garcia

Nombre del Segundo Padre o Tutor: ARACELI BERNAL AMADO

Apellido del Segundo Padre o Tutor: BERNAL

Dirección: 1807 W 7th St

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: 302 559 [redacted] **Teléfono del trabajo:** [redacted]

Teléfono cellular: 302 588 9984

CorreoElectronico:

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Anthony Valladares

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): AGOSTO 15 - 2008

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: SUGEY MENDEZ-AVILA

Apellido del Padre o Tutor: MENDEZ- AVILA

Nombre del Segundo Padre o Tutor: JESUS

Apellido del Segundo Padre o Tutor: MENDEZ - AVILA

Dirección:
1216 MARYLAN AV.

Cuidad: WILMIGTON **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302-467-81-74

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☒ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Yadira Zepeda Cruz

Gender: **male** **(female)**

Birthdate (mm/dd/yy): _____

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION Deisy Cruz del Cid (302)442-8540

Parent/Guardian First Name: Deisy Cruz del Cid

Parent/Guardian Last Name: Deisy Cruz del Cid

Second Parent/Guardian First Name: Samuel Zepeda

Second Parent/Guardian Last Name: Samuel Zepeda

Address: 607 N Washington

City: wilmington **State:** DE **Zip:** 19801

Home Phone: (302) 494-9819 **Work Phone:** X

Cell Phone: (302) 442-8540

Email Address: _____

Preferred Contact Method:

- ☐ **Email**
- ☑ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: KARINA APONTE AYALA.

Gender: male female

Birthdate (mm/dd/yy): 10/07/2008

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: VICTOR MANUEL

Parent/Guardian Last Name: APONTE

Second Parent/Guardian First Name: TERESA

Second Parent/Guardian Last Name: AYALA.

Address: 1506 MARYLAN AVE.

City: Wilmington **State:** DE. **Zip:** 19805

Home Phone: 302 345 0527 **Work Phone:** _____

Cell Phone: 302 345 0527

Email Address: _____

Preferred Contact Method:

- € **Email**
- ✱ **Phone**
- € **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Yadiel Ortiz

Gender: (male) female

Birthdate (mm/dd/yy): 4/11/09

Your child's grade fall 2013: Pre K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Gisele ~~Torres~~

Parent/Guardian Last Name: Torres

Second Parent/Guardian First Name: Jose

Second Parent/Guardian Last Name: Ortiz

Address: 427 Howell Dr

City: New Castle **State:** DE **Zip:** 19720

Home Phone: 302-442-7216 **Work Phone:**

Cell Phone:

Email Address: gtorres@thelatincenter.org

Preferred Contact Method:

- € **Email**
- € **Phone**
- € **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Rubiel J. Santos

Gender: (male) female

Birthdate (mm/dd/yy): 10/29/08

Your child's grade fall 2013: pre-K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Casandra

Parent/Guardian Last Name: Borges

Second Parent/Guardian First Name: Rubén

Second Parent/Guardian Last Name: Santos

Address: 1229 Melonthee Ct.

City: Claymont **State:** DE **Zip:** 19703

Home Phone: _____ **Work Phone:** (302)442-7720

Cell Phone (585)285-1500

Email Address: borgesc@thekidscenter.org.

Preferred Contact Method:

(✓) Email
(✓) Phone
(✓) Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Roberto Tejeda Ledesma.

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 10 - 23 - 2008

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Jose Luis Tejeda

Apellido del Padre o Tutor: _____

Nombre del Segundo Padre o Tutor: Maria Ledesma.

Apellido del Segundo Padre o Tutor: _____

Dirección: 410 - Talladega D-R

Cuidad: Wilmington **Estado:** DE **Código:** 19801

Teléfono residencial: (302) 377 - 4060 **Teléfono del trabajo:** _____

Teléfono cellular (302) 377 - 4060

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Christopher terreros

Gender: (male) **female**

Birthdate (mm/dd/yy): 12/24/08

Your child's grade fall 2013: Pre-K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Ndemi

Parent/Guardian Last Name: Saavedra

Second Parent/Guardian First Name: Simeon

Second Parent/Guardian Last Name: Terreros

Address: 25-30 jacqueline Dr wilmington

City: wilmington **State:** De **Zip:** 19810

Home Phone: 302-588-9340 **Work Phone:**

Cell Phone: 302-588-9213

Email Address:

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Aaliyah Smith

Gender: male (female)

Birthdate (mm/dd/yy): 9/5/09

Your child's grade fall 2013: Pre K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Yaira Zayas

Parent/Guardian Last Name: Zayas

Second Parent/Guardian First Name:

Second Parent/Guardian Last Name:

Address: 121 West 23rd St.

City: Wilmington **State:** DE **Zip:** 19802

Home Phone: 302-543-6146 **Work Phone:**

Cell Phone: 302-765-7134

Email Address:

Preferred Contact Method:

- ☐ Email
- ☑ Phone
- ☐ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Daisy Sanchez

Género: Masculino ~~Fémina~~

Fecha de Nacimiento (mm/dd/aa): 08-10-2009.

Grado en el que el niño ira en otoño 2013: pre-Kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Karla Sánchez.

Apellido del Padre o Tutor: Sánchez-López

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección: 100 Sima Ln Apt 7

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: (302) 761 3172

CorreoElectronico: baby.kar_lat@Hotmail.com

Metodo de ContactoPreferido:

- [x] **CorreoElectronico**
- [x] ~~Telefono~~
- [ ] **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Gianna Rodriguez

Gender: male (female)

Birthdate (mm/dd/yy): 6/29/2009

Your child's grade fall 2013: pre K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Nicole

Parent/Guardian Last Name: Rodriguez

Second Parent/Guardian First Name: Ruperto

Second Parent/Guardian Last Name: Rodriguez

Address: 410 Valley Forge Rd

City: Newcastle **State:** DE **Zip:** 19720

Home Phone: N/A **Work Phone:**

Cell Phone: (302) 367-0060

Email Address: N/A

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Ashly Rivera

Gender: **male** (female)

Birthdate (mm/dd/yy): 03-02-99

Your child's grade fall 2013: Pre-K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Ruby

Parent/Guardian Last Name: Aguilar

Second Parent/Guardian First Name:

Second Parent/Guardian Last Name:

Address: 1310 w 4th st

City: wilmington **State:** De **Zip:** 19805

Home Phone: (302) 655 2132 **Work Phone:** [redacted]

Cell Phone: (302) 345 2195

Email Address: ruby_mz@hotmail.com

Preferred Contact Method:

- ☐ **Email**
- ☐ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Julissa Otero-Brown

Gender: male (female)

Birthdate (mm/dd/yy): 07/08/09

Your child's grade fall 2013: Pre-school

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Marisela

Parent/Guardian Last Name: Otero

Second Parent/Guardian First Name: Daniel

Second Parent/Guardian Last Name: Brown

Address: 162 Killoran Drive

City: New Castle **State:** DE **Zip:** 19720

Home Phone: _____ **Work Phone:** _____

Cell Phone: 302-353-2507

Email Address: marisela_otero@cable.comcast.com

Preferred Contact Method:

- ☑ **Email** 1st
- ☐ **Phone** 2nd
- ☐ **Mail** 3rd

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Ramzi Omar Quiñones.

Gender: (male) **female**

Birthdate (mm/dd/yy): 11.17.2009.

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Erica Lannette Rivera.

Parent/Guardian Last Name: _____

Second Parent/Guardian First Name: JOSE Alberto.

Second Parent/Guardian Last Name: Quiñones.

Address: 260 Kirkwood Hwy.

City: Wilmington. **State:** DE **Zip:** 19805.

Home Phone: _____ **Work Phone:** _____

Cell Phone: (302) 784.5073.

Email Address: erivera@htmc.org.

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☒ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Alexander M. Morrow

Gender: (male) **female**

Birthdate (mm/dd/yy): 04-24-09

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Sasha

Parent/Guardian Last Name: Cabrera

Second Parent/Guardian First Name: Darion

Second Parent/Guardian Last Name: Morow

Address: 4356 N. Pine St.

City: Wilmington **State:** DE. **Zip:** 19802

Home Phone: 302-507-9330 **Work Phone:** 302-426-8000

Cell Phone: 302-391-0120

Email Address: _____

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Juan F. Lopez

Gender: (male) **female**

Birthdate (mm/dd/yy): 08-23-09

Your child's grade fall 2013: 5 years old.

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Karina

Parent/Guardian Last Name: Sandoval

Second Parent/Guardian First Name: Juan J.

Second Parent/Guardian Last Name: Lopez

Address: Kelly's Tr. Ct. 41 State Rd.

City: New Castle **State:** Delaware **Zip:** 19720

Home Phone: _____ **Work Phone:** 302-655-7338 ext. 7752

Cell Phone: 302-220-1476

Email Address: Karisan82@Yahoo.com

Preferred Contact Method:

- ☐ **Email**
- ☑ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Liani Hernandez

Gender: male (female)

Birthdate (mm/dd/yy): 1-25-09

Your child's grade fall 2013: ~~Pre-K~~ Kindergarden

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Jaidith

Parent/Guardian Last Name: Crespo

Second Parent/Guardian First Name: Luis

Second Parent/Guardian Last Name: Hernandez

Address: 39 Cheswold Blvd. 1C

City: Newark **State:** DE **Zip:** 19713

Home Phone: _____ **Work Phone:** _____

Cell Phone: 302-333-3497

Email Address: _____

Preferred Contact Method:

- ☐ Email
- ☑ Phone
- ☑ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Malina Hardwick

Gender: **male** **female**

Birthdate (mm/dd/yy): 4.8.09

Your child's grade fall 2013: 4 - pre K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Alexis

Parent/Guardian Last Name: Simms

Second Parent/Guardian First Name: Myren

Second Parent/Guardian Last Name: Hardwick

Address: 237 Ridge Road

City: Claymont **State:** DE **Zip:** 19703

Home Phone: _____ **Work Phone:** _____

Cell Phone: 302 753-2343

Email Address: asimms@thelatincenter.org

Preferred Contact Method:

- [x] **Email**
- [x] **Phone**
- [ ] **Mail**

Academia Antonia Alonso
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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Uriel Gonzalez Salazar

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 03/08/09

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Montzerat

Apellido del Padre o Tutor: Gonzalez Salazar

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
1705 W 4th St 2 Floor

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302 298 63 70

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Liz Gonzalez

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): agosto 22 2008

Grado en el que el niño ira en otoño 2013: kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Claudia

Apellido del Padre o Tutor: morales

Nombre del Segundo Padre o Tutor: Jose Luis

Apellido del Segundo Padre o Tutor: Gonzalez

Dirección: 1219 lancaster Av

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: [illegible] **Teléfono del trabajo:** [illegible]

Teléfono cellular: 302 669 52 07

CorreoElectronico: no

Metodo de ContactoPreferido:

- ☑ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Trystan Garcia

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 2/2/08

Grado en el que el niño ira en otoño 2013: Kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Lizette

Apellido del Padre o Tutor: Gonzalez

Nombre del Segundo Padre o Tutor: Jonathan

Apellido del Segundo Padre o Tutor: García

Dirección:
125 Greenbank Rd #E-3

Cuidad: Wilmington **Estado:** DE **Código:** 19808

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: (302) 276 49 21

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☐ **Cartas**

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Alyson Fuentes

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 10-03-2008

Grado en el que el niño ira en otoño 2013: Kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Celia Rogue

Apellido del Padre o Tutor: FREDDY FUENTES

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
102 N. Clayton St #2

Cuidad: Wilmington **Estado:** D.E **Código:** 19805

Teléfono residencial: 302 467 8777 **Teléfono del trabajo:** _____

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Angelo Domínguez

Género: (Masculino) **Fémina**

Fecha de Nacimiento (mm/dd/aa): 23.10.2007

Grado en el que el niño ira en otoño 2013: Kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Elizabeth

Apellido del Padre o Tutor: CAZALES

Nombre del Segundo Padre o Tutor: Johanny

Apellido del Segundo Padre o Tutor: Domiguez

Dirección: 1303 W 4st

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302 373 5703

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☒ **Cartas**

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Smith Cortes

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 24-06-08

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Ana

Apellido del Padre o Tutor: Carresa

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección: 46 mercer dr

Cuidad: NEWARK **Estado:** D.E **Código:** 19713

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302 722 2606

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Jenifer Cesar Delgado

Gender: male (female)

Birthdate (mm/dd/yy): 08-10-08

Your child's grade fall 2013: Kinder

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Maria Delgado

Parent/Guardian Last Name: Delgado

Second Parent/Guardian First Name: Moises

Second Parent/Guardian Last Name: Cesar Millan

Address: 48 E. Summit Av. Ap. 1

City: Wilmington. **State:** de. **Zip:** 19804

Home Phone: 302-685-4234 **Work Phone:**

Cell Phone: 3026854234

Email Address:

Preferred Contact Method:

- ☐ Email
- ☑ Phone
- ☐ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Aiyairre Cannon

Gender: (male) female

Birthdate (mm/dd/yy): 10/11/07

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Sharon

Parent/Guardian Last Name: Cannon

Second Parent/Guardian First Name: Anthony

Second Parent/Guardian Last Name: Fawley

Address: 21 Denille Circle Apt 16

City: Wilm **State:** DE **Zip:** 19804

Home Phone: (302)250-7800 **Work Phone:** (302) 733-3842

Cell Phone: _____

Email Address: littles120@yahoo.com

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☒ **Mail**

Academia Antonia Alonso
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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: YESENIA ELIZABETH GARCIA BERNAL

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 9 / 29 / 2007 2007

Grado en el que el niño ira en otoño 2013: kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Jose RICARDO GARCIA Reyes

Apellido del Padre o Tutor: GARCIA

Nombre del Segundo Padre o Tutor: ARACELI BERNAL AMADO

Apellido del Segundo Padre o Tutor: BERNAL

Dirección: 1807 W 7th St

Cuidad: Wilmington. D **Estado:** DE **Código:** 19805

Teléfono residencial: 302 559 9632 **Teléfono del trabajo:**

Teléfono cellular: 302 588 9984

CorreoElectronico:

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Por favor complete una forma separada para cada estudiante.

Información del Estudiante

Nombre del Estudiante: Jocelyn J. Escobar Hernandez

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 1-18-08

Grado en el que el niño ira en otoño 2013: K

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Juana

Apellido del Padre o Tutor: Hernandez.

Nombre del Segundo Padre o Tutor: Carlos

Apellido del Segundo Padre o Tutor: Escobar

Dirección: 1208 W. 3rd Street

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** 302-479 2000

Teléfono celular: 416-1505

Correo Electrónico: _____

Método de Contacto Preferido:

- € Correo Electrónico
- € Teléfono
- € Cartas

Academia Antonia Alonso
Expeditionary Learning Charter School

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Por favor complete una forma separada para cada estudiante.

Información del Estudiante

Nombre del Estudiante: Isabel Escobar Alonzo

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 03/26/2009

Grado en el que el niño ira en otoño 2013: Kindar.

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Amada Alonzo

Apellido del Padre o Tutor: Alonzo.

Nombre del Segundo Padre o Tutor: Manuel

Apellido del Segundo Padre o Tutor: Escobar.

Dirección: 2707 w st Apt 2.

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: (302) 442 8447 **Teléfono del trabajo:**

Teléfono celular: el mismo.

Correo Electrónico:

Método de Contacto Preferido:

€ Correo Electrónico
€ Teléfono
€ Cartas

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Alexander Watkins

Gender: (male) **female**

Birthdate (mm/dd/yy): 10.9.0-

Your child's grade fall 2013: kinder

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Julitza

Parent/Guardian Last Name: Esquilin

Second Parent/Guardian First Name: _____

Second Parent/Guardian Last Name: _____

Address: 401 Filmore Ct.

City: Claymont **State:** DE **Zip:** 19703

Home Phone: (302)438-2173 **Work Phone:** _____

Cell Phone: _____

Email Address: jesquilin787@aol.com

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Lina Simms

Gender: male (female)

Birthdate (mm/dd/yy): 10/18/07

Your child's grade fall 2013: kindergarten

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Alexis

Parent/Guardian Last Name: Simms

Second Parent/Guardian First Name: Myron

Second Parent/Guardian Last Name: Hardwick

Address: 237 Ridge Road

City: Claymont **State:** DE **Zip:** 19703

Home Phone: _____ **Work Phone:** 655-7338 x2781

Cell Phone: 302 753-2343

Email Address: asimms@thelatincenter.org

Preferred Contact Method:

- [x] **Email**
- [x] **Phone**
- [ ] **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Diego Saldivar

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 3. 16 - 205

Grado en el que el niño ira en otoño 2013: Fiesta 2

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: REYNA

Apellido del Padre o Tutor: REYNA cortes Barreto

Nombre del Segundo Padre o Tutor: Juan Manuel

Apellido del Segundo Padre o Tutor: Saldivar DIAZ

Dirección:
1130 WHK

Cuidad: ~~[illegible]~~ Wilmington **Estado:** ~~[illegible]~~ DELAWARE **Código:** 19805

Teléfono residencial: (302)4886199 **Teléfono del trabajo:**

Teléfono cellular: (302)365-44-31-

CorreoElectronico:

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Yanxiel Ramirez

Gender: (male) **female**

Birthdate (mm/dd/yy): 11/2/07

Your child's grade fall 2013: Pre K

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Maybelis

Parent/Guardian Last Name: Negron

Second Parent/Guardian First Name: Luis

Second Parent/Guardian Last Name: Diaz

Address: 215 N Franklin st

City: wilmington **State:** DE **Zip:** 19805

Home Phone: 302-685-6487 **Work Phone:**

Cell Phone: 302-685-6487

Email Address: maybelis negron@yahoo.com

Preferred Contact Method:

- ☐ **Email**
- ☑ **Phone**
- ☑ **Mail**

Academia Antonia Alonso
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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Angel J. Morrow

Gender: (male) **female**

Birthdate (mm/dd/yy): 02-06-08

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Sasha

Parent/Guardian Last Name: Cabrera

Second Parent/Guardian First Name: Darion

Second Parent/Guardian Last Name: Morrow

Address: 4356 N. Pine St

City: Wilmington **State:** DE **Zip:** 19802

~~**Home Phone:**~~ Dad **Phone:** 302-507-9330 **Work Phone:** 302-426-8000

Cell Phone: 302-391-0120

Email Address: _____

Preferred Contact Method:

- ☐ **Email**
- ☒ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Adianniz Melendez

Género: Masculino **Fémina** (circled)

Fecha de Nacimiento (mm/dd/aa): 09/20/2007

Grado en el que el niño ira en otoño 2013: Kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Ivette Walker

Apellido del Padre o Tutor: Walker

Nombre del Segundo Padre o Tutor: Jesus M.

Apellido del Segundo Padre o Tutor: Melendez

Dirección: 36 S. Clainton St

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302-388-4780

CorreoElectronico: dairy2007@gmail.com

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Ashley Hurtado

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): Julio 3. del 2008

Grado en el que el niño ira en otoño 2013: Pre K

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: ANA

Apellido del Padre o Tutor: TERREROS.

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección: 307 Porter St

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: (302) 565 97 05

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

Complete esteformularioparademostrarsuinterés en inscribir a suhijo en la Academia Escuela Antonia Alonso Cartapara el año escolar 2013. Esto no garantiza la admisión de su hijoo hija para La Academia. Tras la aprobación de la escuela de AprendizajeExpedicionarioCartaustedserácontactado y formasadicionales de inscripción y comprobante de domiciliodeberáserproporcionada. Si recibimos más solicitudes que plazas disponibles una lotería se llevará a cabo para determinar la inscripción definitiva en todos los grados.

Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: AKari Herrera-Morales

Género: Masculino **Fémina**

Fecha de Nacimiento (mm/dd/aa): 9-4-2009

Grado en el que el niño ira en otoño 2013: Pre Kinder

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Angelica Morales

Apellido del Padre o Tutor: Morales

Nombre del Segundo Padre o Tutor: Fernando Herrera

Apellido del Segundo Padre o Tutor: Herrera

Dirección: 112 Stanford Ln N

Cuidad: New Castle **Estado:** DE **Código:** 19720

Teléfono residencial: _____ **Teléfono del trabajo:** 302-507-6329

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Saziel Gonzalez Salazar

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 09/26/07

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Montserat Gonzalez Salazar

Apellido del Padre o Tutor: _____

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
1105 W 4th St 2 Floor

Cuidad: Wilmington **Estado:** DE. **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302 298 6320

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Anneliese Diaz

Gender: male (female)

Birthdate (mm/dd/yy): 03/09/07

Your child's grade fall 2013: 1st

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Ninah Diaz

Parent/Guardian Last Name:

Second Parent/Guardian First Name: Pedro

Second Parent/Guardian Last Name: Diaz

Address: 506 Delamore Pl.

City: Wilm **State:** DE **Zip:** 19805

Home Phone: (302) 256-3028 **Work Phone:** (302) 764-7714

Cell Phone: (302) 290-5174

Email Address:

Preferred Contact Method:

- ☐ Email
- ☒ Phone
- ☐ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Zuleyka Sandoval

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 10 28 06

Grado en el que el niño ira en otoño 2013: 1

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Beatriz Garcia

Apellido del Padre o Tutor: Garcia

Nombre del Segundo Padre o Tutor: Porfirio Feliciano

Apellido del Segundo Padre o Tutor: Sandoval

Dirección:
215 N MARYLAND AVE APT 9

Cuidad: Wilmington **Estado:** De **Código:** 19804

Teléfono residencial: 302 442 5190 **Teléfono del trabajo:**

Teléfono cellular:

CorreoElectronico:

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Edwin Romero Nava

Género: **MasculinoFémina**

Fecha de Nacimiento (mm/dd/aa): 1-20-2007

Grado en el que el niño ira en otoño 2013: Primero

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Flor

Apellido del Padre o Tutor: Nava

Nombre del Segundo Padre o Tutor: Arturo

Apellido del Segundo Padre o Tutor: Romero

Dirección:
702 Robinson Ln APT 3A

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** _____

Teléfono cellular: 302 669 5004 - 302-598089 7

CorreoElectronico: Arturo Romero 19@Yahoo.com

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Luis Hernandez

Gender: (male) **female**

Birthdate (mm/dd/yy): 07/07/2007

Your child's grade fall 2013: 1st grade

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Jaidith

Parent/Guardian Last Name: Crespo

Second Parent/Guardian First Name: Luis

Second Parent/Guardian Last Name: Hernandez

Address: 37 Cheswold Blvd. 1C

City: Newark **State:** DE **Zip:** 19713

Home Phone: _____ **Work Phone:** _____

Cell Phone: 302-333-3497

Email Address: _____

Preferred Contact Method:

- ☐ Email
- ☑ Phone
- ☑ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Silvia Jennet Cruz

Gender: male (female)

Birthdate (mm/dd/yy): Sept. 3, 2007

Your child's grade fall 2013: 1st grade fall 2012 Kindergarten

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Kimberly

Parent/Guardian Last Name: Perez - Cruz

Second Parent/Guardian First Name: Roberto Carlos

Second Parent/Guardian Last Name: Cruz

Address: 1312 Lancaster Ave.

City: Wilmington **State:** DE **Zip:** 19805

Home Phone: 302 723-0751 **Work Phone:** 302 428-1135

Cell Phone: 302 507-7271

Email Address: Robertocruz_10@Hotmail.Com

Preferred Contact Method:

- ☑ Email
- ☑ Phone
- ☑ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Bryan Ruiz

Género: (Masculino) **Fémina**

Fecha de Nacimiento (mm/dd/aa): 01/06/07

Grado en el que el niño ira en otoño 2013: 1ro de primaria

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Marta

Apellido del Padre o Tutor: Ruiz

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
1301 Maryland Ave

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: 302-260-9784 **Teléfono del trabajo:** _____

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☒ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Aerseq Cortez

Género: ~~Masculino~~**Fémina**

Fecha de Nacimiento (mm/dd/aa): 12/22/11

Grado en el que el niño ira en otoño 2013: 1ro de primaria

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Ana

Apellido del Padre o Tutor: Carrera

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
46 Merced Dr.

Cuidad: Newark **Estado:** DE **Código:** 19713

Teléfono residencial: 302-731-5152 **Teléfono del trabajo:** _____

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Zuleyka sandoval

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 10/28/06

Grado en el que el niño ira en otoño 2013: 1ro de primaria

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Benita

Apellido del Padre o Tutor: Garcia

Nombre del Segundo Padre o Tutor: I

Apellido del Segundo Padre o Tutor: _____

Dirección:
215 N. Maryland Ave Apt 2

Cuidad: Wilmington **Estado:** DE **Código:** 19804

Teléfono residencial: 302-449-5190 **Teléfono del trabajo:** _____

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☑ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Jocelyn Barrero Rojas

Gender: male (female)

Birthdate (mm/dd/yy): 02-12-07

Your child's grade fall 2013: 1

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Sarai

Parent/Guardian Last Name: Rojas

Second Parent/Guardian First Name: _____

Second Parent/Guardian Last Name: _____

Address: 26 Beech Ave Elsmere De

City: Elsmere **State:** De **Zip:** 19805

Home Phone: 302-419-3546 **Work Phone:** _____

Cell Phone: 302-419-3546

Email Address: _____

Preferred Contact Method:

- € Email
- € Phone
- € Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Johnathon Bello

Gender: (male) **female**

Birthdate (mm/dd/yy): 10/9/06

Your child's grade fall 2013: Kindergarden

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Socorro

Parent/Guardian Last Name: Constantino

Second Parent/Guardian First Name: Saul

Second Parent/Guardian Last Name: Bello

Address: 101 Filbert Ave

City: Wilmington **State:** Del **Zip:** 19805

Home Phone: 358-6487 **Work Phone:** 369-6336

Cell Phone: 333-5387

Email Address:

Preferred Contact Method:

€ **Email**
(€ **Phone**)
€ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: JUSTIN JIMENEZ

Gender: (male) female

Birthdate (mm/dd/yy): 10-04-2005

Your child's grade fall 2013: 1

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: GLENDA JIMENEZ

Parent/Guardian Last Name: JIMENEZ

Second Parent/Guardian First Name: RODOLFO

Second Parent/Guardian Last Name: JIMENEZ

Address: 714 S Harrison St

City: Wilmington **State:** DE **Zip:** 19805

Home Phone: (302)-723-7224 **Work Phone:**

Cell Phone:

Email Address:

Preferred Contact Method:

- € Email
- € Phone
- € Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

Complete este formulario para demostrar su interés en inscribir a su hijo en la Academia Escuela Antonia Alonso Carta para el año escolar 2013. Esto no garantiza la admisión de su hijo o hija para La Academia. Tras la aprobación de la escuela de Aprendizaje Expedicionario Carta usted será contactado y formas adicionales de inscripción y comprobante de domicilio deberá ser proporcionada. Si recibimos más solicitudes que plazas disponibles una lotería se llevará a cabo para determinar la inscripción definitiva en todos los grados.

Por favor complete una forma separada para cada estudiante.

Información del Estudiante

Nombre del Estudiante: Margarita Escobar Hernandez

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 11-28-06

Grado en el que el niño ira en otoño 2013: 1ST

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Juana Hernandez

Apellido del Padre o Tutor: Hernandez

Nombre del Segundo Padre o Tutor: Carlos

Apellido del Segundo Padre o Tutor: Escobar

Dirección: 1208 W 3rd St. Wilmington

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** 302-479-2000

Teléfono celular: 302-416-1505

Correo Electrónico: _____

Método de Contacto Preferido:

€ **Correo Electrónico**
€ **Teléfono**
€ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Carolina Zavaleta

Gender: male (female)

Birthdate (mm/dd/yy): Dec. 02 - 06

Your child's grade fall 2013: 1st

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Karla Castillo

Parent/Guardian Last Name: Castillo

Second Parent/Guardian First Name: Zavaleta

Second Parent/Guardian Last Name: Hugo Zavaleta

Address: 1013 Elm St.

City: Wilmington **State:** DE **Zip:** 19805

Home Phone: _____ **Work Phone:** _____

Cell Phone: 302-416-1445

Email Address: _____

Preferred Contact Method:

- € **Email**
- € **Phone**
- € **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: ARIANA ISABEL CORREA

Gender: male (female)

Birthdate (mm/dd/yy): 11/13/06

Your child's grade fall 2013: 1st

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: DAISY

Parent/Guardian Last Name: CORREA-DONES

Second Parent/Guardian First Name: Melchisedec

Second Parent/Guardian Last Name: CORREA-DONES

Address: 504 North FORD AVENUE

City: Wilmington **State:** DE **Zip:** 19805

Home Phone: 302-377-7849 **Work Phone:** N/A

Cell Phone: 302-377-7849

Email Address: —

Preferred Contact Method:

- ☐ Email
- ☒ Phone
- ☐ Mail

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Vanessa Corona

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 02/11/07

Grado en el que el niño ira en otoño 2013: 1ro de primaria

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Yolanda

Apellido del Padre o Tutor: Sosa

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
1001 W. 6th Street

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: (302) 367-0187 **Teléfono del trabajo:** _____

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Alicia Pantoja

Género: **Masculino** **Fémina**

Fecha de Nacimiento (mm/dd/aa): 11/20/06

Grado en el que el niño ira en otoño 2013: 1ro de primaria

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Yaneli ~~Lozano~~

Apellido del Padre o Tutor: Lozano

Nombre del Segundo Padre o Tutor: _____

Apellido del Segundo Padre o Tutor: _____

Dirección:
1326 Read St.

Cuidad: Wilmington **Estado:** DE **Código:** _____

Teléfono residencial: 302-565-7934 **Teléfono del trabajo:** _____

Teléfono cellular: _____

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☐ **Telefono**
- ☒ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Enrique Arce

Gender: (male) female

Birthdate (mm/dd/yy): 06/06/07

Your child's grade fall 2013: 1st grade

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Jessica

Parent/Guardian Last Name: Sanchez

Second Parent/Guardian First Name: Enrique

Second Parent/Guardian Last Name: Arce

Address: 1916 W. 7th St.

City: Wilmington **State:** DE **Zip:** 19805

Home Phone: 302-507-8553 **Work Phone:** 302-655-7338

Cell Phone: _____

Email Address: _____

Preferred Contact Method:

- ☐ **Email**
- ☐ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

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Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Elizabeth Tejeda Ledesma.

Género: Masculino **Fémina**

Fecha de Nacimiento (mm/dd/aa): 9-11-2006

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Jose Luis Tejeda

Apellido del Padre o Tutor: _____

Nombre del Segundo Padre o Tutor: Maria Ledezma

Apellido del Segundo Padre o Tutor: _____

Dirección: 460 Falda Dr.

Cuidad: Winslow **Estado:** AZ **Código:** 86047

Teléfono residencial: (302)377 4060 **Teléfono del trabajo:** _____

Teléfono cellular: (302)377 4060

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

Complete this form to demonstrate your interest in enrolling your child in the Academia Antonia Alonso Charter School for the 2013 school year. This does not guarantee your child's admission to La Academia. Upon approval of the Expeditionary Learning Charter school you will be contacted and additional enrollment forms and proof of residence will need to be provided. If we receive more applications than seats available a lottery will be held to determine final enrollment in all grades.

Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Samuel watkins

Gender: (male) **female**

Birthdate (mm/dd/yy): 12/11/00

Your child's grade fall 2013: 1st

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Julitza

Parent/Guardian Last Name: Esquilin

Second Parent/Guardian First Name:

Second Parent/Guardian Last Name:

Address: 401 Filmore Ct.

City: Claymont **State:** DE **Zip:** 19703

Home Phone: (302) 438-2173 **Work Phone:**

Cell Phone:

Email Address: jesquilin787@aol.com

Preferred Contact Method:

- ☐ **Email**
- ☑ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

Complete this form to demonstrate your interest in enrolling your child in the Academia Antonia Alonso Charter School for the 2013 school year. This does not guarantee your child's admission to La Academia. Upon approval of the Expeditionary Learning Charter school you will be contacted and additional enrollment forms and proof of residence will need to be provided. If we receive more applications than seats available a lottery will be held to determine final enrollment in all grades.

Please complete a separate form for each student.

STUDENT INFORMATION

Student Name: Abraham Velazquez

Gender: (male) **female**

Birthdate (mm/dd/yy): 3/9/07

Your child's grade fall 2013: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian First Name: Xiomara

Parent/Guardian Last Name: Figueroa

Second Parent/Guardian First Name: _____

Second Parent/Guardian Last Name: _____

Address: 308 N. Harrison St

City: Wilmington **State:** DE **Zip:** 19805

Home Phone: _____ **Work Phone:** _____

Cell Phone: (302) 881-6547

Email Address: Xiomi2807@yahoo.com

Preferred Contact Method:

- ☑ **Email**
- ☑ **Phone**
- ☐ **Mail**

Academia Antonia Alonso
Expeditionary Learning Charter School

Complete esteformularioparademostrarsuinterés en inscribir a suhijo en la Academia Escuela Antonia Alonso Cartapara el año escolar 2013. Esto no garantiza la admisión de su hijoo hija para La Academia. Tras la aprobación de la escuela de AprendizajeExpedicionarioCartaustedserácontactado y formasadicionales de inscripción y comprobante de domiciliodeberáserproporcionada. Si recibimos más solicitudes que plazas disponibles una lotería se llevará a cabo para determinar la inscripción definitiva en todos los grados.

Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Brenda Tapia - Saldivar

Género: Masculino**Fémina**

Fecha de Nacimiento (mm/dd/aa): 06-01-2007

Grado en el que el niño ira en otoño 2013: _____

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Jose

Apellido del Padre o Tutor: Tapia

Nombre del Segundo Padre o Tutor: Herminia

Apellido del Segundo Padre o Tutor: Saldivar

Dirección: 1116 WTh st

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: _____ **Teléfono del trabajo:** 302-426-9866

Teléfono cellular: 302-482-9971 (302) 482-9205

CorreoElectronico: _____

Metodo de ContactoPreferido:

- ☐ **CorreoElectronico**
- ☑ **Telefono**
- ☑ **Cartas**

Academia Antonia Alonso
Expeditionary Learning Charter School

Complete esteformularioparademostrarsuinterés en inscribir a suhijo en la Academia Escuela Antonia Alonso Cartapara el año escolar 2013. Esto no garantiza la admisión de su hijoo hija para La Academia. Tras la aprobación de la escuela de AprendizajeExpedicionarioCartaustedserácontactado y formasadicionales de inscripción y comprobante de domiciliodeberáserproporcionada. Si recibimos más solicitudes que plazas disponibles una lotería se llevará a cabo para determinar la inscripción definitiva en todos los grados.

Please complete a separate form for each student.

Información del Estudiante

Nombre del Estudiante: Jared Suarez

Género: ~~Masculino~~ **Fémina**

Fecha de Nacimiento (mm/dd/aa): 03-14-2007

Grado en el que el niño ira en otoño 2013: 1er grado

INFORMACIÓN DE CONTACTO DEL PADRE O TUTOR

Nombre del padre o tutor: Juan Escobar

Apellido del Padre o Tutor: Escobar

Nombre del Segundo Padre o Tutor: ~~Angel~~ Margarita Suarez

Apellido del Segundo Padre o Tutor: Suarez

Dirección: 319 7th Av.

Cuidad: Wilmington **Estado:** DE **Código:** 19805

Teléfono residencial: (302) 312-0307 **Teléfono del trabajo:** (302) 279-6612

Teléfono cellular: _____

CorreoElectronico: Zocco71@live.com

Metodo de ContactoPreferido:

- ☒ **CorreoElectronico**
- ☒ **Telefono**
- ☐ **Cartas**

Expeditionary Learning Charter School
Year 1 Marketing Plan
August 2011

Marketing Goal

Enroll 150 – Kindergarten and 150 – 1st grade students by August 2013. Student population will seek to reflect a 50-50 male to female ratio and a diverse student population comprised of 50% Spanish speaking students and 50% non-Spanish speaking students. It is anticipated that a minimum of 75% of the student population will qualify as low income students.

Audience

To reach this goal, Year 1 marketing strategies for Academia Antonia Alonso will focus on two key audiences segments:

I. Primary Audience - Spanish speaking parents of students in grades K-5 living in New Castle County
II. Secondary Audience – Non-Spanish speaking parents of students in grades K-5 living in New Castle County

Targeted Neighborhoods:

Recruitment efforts for the Academia Antonia Alonso will focus on the city of Wilmington, targeting specifically the Hilltop section, where the proposed school will be located, and the broader New Castle Country community. This will encompass neighborhoods located within the following school districts in the Wilmington and Newark areas: Red Clay, Christina, Brandywine, and Colonial School Districts.

Project Management:

To best execute this marketing plan, Innovative Schools as Charter Management Organization, will develop marketing materials and manage all aspects of student recruitment and community engagement in partnership with Academia Antonia Alonso school leadership and the Latin American Community Center. Because the school will be targeting students from the Hispanic and Latino communities as one audience, the Latin American Community Center will help to ensure all marketing materials are accurately translated into Spanish and that strategies are cognizant and respectful of the cultural traditions and needs of this community.

Market Segment Analysis:

I. Spanish Speaking Parents of Students in Grades K-5 living in New Castle County

a. Key Characteristics of Target Audience

i. Census Data[i]

According to a report completed by the Pew Hispanic Center on the most recent 2009 census data, Delaware's Hispanic population has seen a 69.8% increase (from 37,301 to 63,355) from 2000 to 2009. Key characteristics of Delaware's total Hispanic and Latino populations are detailed in the table below:

Population and National Origin	
Total Hispanic Population in Delaware	63,000
Hispanics as Percent of State Population	7%
Native-Born Hispanics (Percent of Hispanics)	61%
Foreign-Born Hispanics (Percent of Hispanics	39%
Mexican Origin (Percent of Hispanics)	40%
Non-Mexican Origin (Percent of Hispanics)	60%
Age (Median Age (years))	
All Hispanics	26
Native-Born Hispanics	14
Non-Hispanic Whites	42
Non-Hispanic Blacks	33
Marriage (Persons Age 15 and Older)	
All Hispanics	45%
Non-Hispanic Whites	53%
Non-Hispanic Blacks	28%
Earning (Persons 16 Years and Older)	
Annual Personal Earnings of Hispanics	$18,000
Annual Personal Earnings of Non-Hispanic Whites	$34,000
Annual Personal Earning of Non-Hispanic Blacks	$25,000
Language	
Only English at Home	17,000 (32%)
Language Other than Only English Spoken at Home	37,000 (68%)

In addition to the Pew Hispanic Research Data, Delaware's 2000 census data shows a more specific breakdown in population trends in two key New Castle County cities where the school anticipates recruiting a majority of students.

CENSUS CATEGORY	WILMINGTON	NEWARK
Population, 2010 estimate	70,851	31,454
Persons under 18 years old	24.4%	10.7%
Persons under 5 years old	7.3%	2.8%
Female persons	52.5%	53.3%

White persons	32.6%	82.4%
Black persons	58%	6.7%
Asian persons	1%	7.1%
Persons reporting two or more races	2.6%	2.3%
Persons of Hispanic or Latino origin	12.4%	4.8%
Foreign born persons	6.8%	9.6%
Language other than English spoken at home, percent of persons age 5+	13.1%	17.6%
High school graduate, percent of persons age 25+	80.1%	94.7%
Bachelor's degree or higher, percent of persons age 25+	26.4%	52.3%
Housing Units, 2000	32,820	10,475
Homeownership rate	49.2%	58.6%
Median household income	$39,130	$53,357
Persons below poverty	22.3%	22.2%

**See also data from Feasibility Study in Appendix [X]for additional information on specific school districts in the Wilmington and Newark areas and enrollment trends.*

ii. Audience Profile[ii]

Market research roughly defines the Hispanic and Latino population in the following ways:

- Hispanics are the largest and youngest minority group in the United States. One- in-five schoolchildren is Hispanic. One-in-four newborns is Hispanic. Never before in this country's history has a minority ethnic group made up so large a share of the youngest Americans. By force of numbers alone, the kinds of adults these young Latinos become will help shape the kind of society America becomes in the 21st century.
- The U.S. Hispanic market is not homogeneous. It is comprised of subcultures from over 20 countries in Central and South America, the Caribbean and Spain, with the majority (63%) of Mexican heritage. The culture, beliefs, opinions and consumer behavior patterns of U.S. Hispanics are not identical, as a result of the influence of differences in their native countries' geography, indigenous ancestry and colonial origins.

- Acculturation levels, language preferences and country of origin make for unique sub-groups within the segment. For the most part, the Spanish language is a key to their individual and collective pasts.
- U.S. Latinos tend to "adopt and adapt" to customs and habits in the U.S. without shedding traditions and value systems. As a result, marketers cannot simply transfer directly to the U.S. Latino market the conceptualizations or marketing strategies that work with more traditional, general market consumers. Latinos are assimilating to prevalent U.S. culture, but they are not, and probably never will be, fully assimilated. Instead, theirs is a path of acculturation. It is a process of integration of native and traditional immigrant cultural values with dominant cultural ones. For example, Spanish is likely to remain the language of preference among U.S. Latinos.
- Most Latino youths today are not immigrants. Two-thirds were born in the United States, many of them descendants of the big, ongoing wave of Latin American immigrants who began coming to this country around 1965.
- More than half (52%) of Latinos ages 16 to 25 identify themselves first by their family's country of origin, be it Mexico, Cuba, the Dominican Republic, El Salvador or any of more than a dozen other Spanish-speaking countries. An additional 20% generally use the terms "Hispanic" or "Latino" first when describing themselves. Only about one-in-four (24%) generally use the term "American" first.
- American-born Latinos do better than their foreign-born counterparts on many key economic, social and acculturation indicators. They are much more proficient in English and are less likely to drop out of high school, live in poverty or become a teen parent.
- Latinos typically place a high value on education, but most typically don’t complete college as a result of financial pressure to support a family. Nearly three-quarters (74%) of all 16- to 25-year-old survey respondents who cut their education short during or right after high school say they did so because they had to support their family. Other reasons include poor English skills (cited by about half of respondents who cut short their education), a dislike of school and a feeling that they don’t need more education for the careers they want (each cited by about four-in-ten respondents who cut their education short).

- Hispanics are very close to their family and are more likely to choose a product that will benefit the whole family instead of just one individual.
- Hispanics go online for purchasing information. In addition, they hold the belief that their children's lives will be improved by the Internet.
- Hispanics prefer to buy products that are high in quality and will last for a long time.
- Hispanics are very loyal to products, but only to products that they feel are designed to last.
- Hispanics do a lot of research before they decide to purchase a product; therefore, having online information available on products and services is important.

iii. Key Communication Characteristics[iii]:

When asked about advertising effectiveness, 38% of Hispanics surveyed found English language ads less effective than Spanish ads in terms of recall and 70% less effective than Spanish ads in terms of persuasion. But when it comes to selling, 56% of Latino adults respond best to advertising when it is presented in Spanish. Direct translations and usage of general market strategies tend to miss the emotional and culturally relevant elements.

Research shows that while Hispanics consume every type of media, they do seem to have a special attraction to television and radio. Specific data on the most effective marketing medium are listed below.

Television

- The visual confirmations provided in television advertising are extremely important, especially so for Spanish-dominant Hispanics.
- 49% of U.S. Hispanics who watch television during prime-time hours, watch Spanish language programming.
- 40% of Spanish-dominant Hispanics regularly watch English-language programming.
- 30% of English-dominant Hispanics regularly watch Spanish programming.

Radio

- Radio is a proven, effective medium in targeting Hispanics.
- The most unique aspect of Spanish-language radio stations is the time spent listening.
- The Hispanic population often listens to the radio all day.
- The entire family may listen to one station and tune in, on average, 26 - 30 hours per week. This ranks more than 13% above the general population.

Print

- Minority newspapers are an inseparable part of the local minority community. They deliver what no mass medium can -- news that is specifically geared to the needs and concerns of individual minority communities.

Event Marketing

- Events create excitement, reinforce image, and allow you to hand-deliver your marketing message face-to-face with your target audience. However, many company's efforts at selling themselves to Hispanics are limited to sponsoring the occasional Cinco de Mayo celebration -- these half-hearted efforts will not effectively capture the attention of Hispanic consumers.

Internet

- **Purchasing Decisions**: the U.S. Hispanic market considers the Internet the premier source of information for major purchasing decisions.
- **Time online:** U.S. Hispanics spend 20% more time online and view 25% more pages than the general population. Beyond the workplace, domestic Latinos use the Internet more than 17 hours per week, and more than half of that time is spent on Spanish language websites. U.S. Hispanics now spend more time online than watching television.
- **Search:** Nearly 90% of Latinos with computer access search online on a regular basis. Significant portions of the U.S. Hispanic market prefer to search Spanish language websites, including Spanish language versions of popular search engines (Google Español and Yahoo Telemundo) and Spanish language search portals based in their own country of origin or heritage.
- **Communication:** this market uses the Internet as a communication tool for social networking, and keeping in touch with family.
- **Family:** Latinos in the USA consider the Internet a great source of information that also allows their children to make career advancement beyond previous generations.
- **Access:** 65% of U.S. Hispanics over 18 have used a computer.

II. Non-Spanish speaking parents of students in grades K-5 living in New Castle County

a. Key Characteristics of Target Audience

i. Census Data[iv]

A more broadly defined market segment, this group encompasses all non-Hispanic mothers in New Castle County, as defined by the census data reflected in the data Section I.

b. Audience Profile[v]

Market research roughly defines the “Mom” market, the key decision makers around a child’s education in many families, in the following ways:

- Women account for 82% of all consumer purchases.
- For most of the late ’90s and early ’00s, the notion of the "soccer Mom" seemed to define all things mother—that is, the middle-class suburban mother who spent most of her time toting her progeny from sporting event to sporting event in the family minivan. Today, however, the "soccer Mom" stereotype turns off many Moms, who declare their individuality based on lifestyle (Does she work full-time? Part-time? Stay at home?), age of children (Babies? Preschool? Elementary school? Teen?), age of Mom (Older first-time Mom? Younger Mom of three?) and even ethnicity and geography. Therefore, marketers must move beyond stereotypes as well, and work to find out who their Mom customers really are—as well as the roles they play and needs they face when they are out shopping.
- A first-time Mom with an infant is a very different customer than a third-time Mom with teenagers. And, while most first-time mothers were in their 20s decades ago, today a 40-year-old might be long-finished with childbearing while another 40-year-old is just beginning the Mom journey. In addition, a career-minded Mom with a full-time babysitter will have very different needs than a stay-at-home Mom who serves as PTA president who will, in turn, have a different lifestyle than a woman who works part-time in an office and also writes her own Mommy blog. "Not every Mom is the right Mom for your product
- Moms feel a tremendous amount of responsibility in their role as parent, as family manager—and the more a brand can be perceived as actually helping them to succeed, the better.
- Moms tend to make the majority of “purchasing” decisions in their household and love to talk with other moms about these purchases. Moms tend to be extremely connected with each other and rely on their friends and family for recommendations, especially about decisions related to children, their families or their home.
- Rather than marketers confidently telling Moms what they should buy, Moms—now the financial heads of the household and family decision-makers—feel ever-more confident telling *marketers* exactly what, how and when they want everything.
- The two-way relationship is at the heart of what works when it comes to marketing to Moms—and within that relationship, Moms want choice and control over the relationship. Moms tend to enjoy controlling the dialogue and having choices in the products they can access.
- In today’s social-media-savvy generation, Moms will take a marketing message, interpret it and apply their own thinking and then customize it to their lifestyle.

iii. Key Communication Characteristics:

- In no other segment of consumers is word of mouth more powerful. Mothers love to talk, compare, and share. The right combination of print, electronic and online marketing enhanced with a strong public relations effort is critical and create brand advocates.
- The age of a Mom's kids—and her own age—can create some significant differences between Mom groups. For instance, research has shown that Moms with children over the age of 12 use digital technologies differently than those with younger children—and that older Moms use the internet differently than their younger counterparts.
- Moms under 35 are more likely to use newer platforms such as SMS, social networks and the mobile web, while moms 45 and older are more likely to use such information tools as online news, consumer reviews and podcasts. However, Moms with children 12 and older tend to use online video and gaming more than Moms with younger kids.
- The rise of social media has only amplified a Mom's ability to recommend products and services to friends and family.

i. Messaging and Strategy:

Messaging for Academia Antonia Alonso will build on the existing Expeditionary Learning brand. Taking into account the Hispanic communities preferred communications style and unique needs, all marketing materials will be developed with Spanish as the primary language. All materials will also be made available in English to meet the needs of the secondary audience group – non-Spanish speaking mothers. Strategies will utilize a combination of event marketing, direct mail, broadcast, and electronic and print materials, with each medium contributing to the total communication story.

- **Events -**Community meetings and parent information sessions will form the foundation for the Academia Antonia Alonso marketing plan to introduce parents to school leadership and ensure that the school is firmly established as an open, friendly environment for parents and students.
    - *Primary Audience:*
      Implemented in partnership with the Latin American Community Center, all meetings will be interactive, delivered by Spanish speaking volunteers, and offer child-care support. Parents will learn about the school design by participating with other attendees in an example lesson that provides an overview of the dual-language Expeditionary Learning model and gives parents an understanding of the other elements of the program – group work, active classroom dynamics, etc. – that make the school design so unique and exciting. Student projects from

another Spanish-speaking Expeditionary Learning charter school operating in Washington DC. will also be made available so that parents can view examples of the types of projects their children will be working on. Applications for enrollment will also be made available.

School leadership will also actively recruit students from the Hispanic community by visiting with local Hispanic church leadership, presenting to members of the Latin American Community Center, by securing an information booth at Hispanic specific community events, and by visiting with parents at local pre-K and child care centers.

- *Secondary Audience:*
  Similar interactive community meetings and parent information sessions will be hosted for the secondary audience segment and will be promoted as "Mom Talking With Moms about School". Special considerations will be made to host these meetings at times of day that are convenient for both working and non-working mothers. Data and student projects shared at these parent information sessions will encompass all student groups to reflect the diversity of this potential audience base. To help engage this audience base in the conversation and help build brand ambassadors, special efforts will be made to encourage mothers to talk about the type of schooling they would like for their children in addition to their participation in the mock Expeditionary Learning activity.

  As with the primary audience, school leadership will also make efforts to attend community events and pre-K and early care childhood centers in the Wilmington and Newark areas to aid in recruitment.

- **Direct Mail**
  - *Primary Audience*:
    Direct mail pieces will be developed in Spanish and will share important information about the new school. Written in simple, parent friendly language, key topics highlighted in direct mail pieces will include a picture and bio of the school leader, a description of the academic program, data on its

record of success with Hispanic students, and information about how to enroll their child. Images in direct mail pieces will incorporate groups of Hispanic-looking youth engaging with nature to ensure parents begin to associate Academia Antonia Alonso with an active academic program.

Flyers directing individuals to the Academia Antonia Alonso website will also be distributed throughout the community in Hispanic-owned businesses and in child-care and pre-K facilities.

- *Secondary Audience:*
  Similar to the materials developed for the primary audience, direct mail pieces for the secondary audience will be developed in English and will include broader demographic data to reflect the potential diversity of this group and more diverse images of student groups.

  Flyers directing individuals to Academia Antonia Alonso website will be distributed in pre-K child-care facilities, doctor's offices, and other locations and businesses that serve the needs of young children in New Castle County.

- **Broadcast**
  - *Primary Audience* –
    Television, radio spots, and advertisements in Delaware's Hispanic broadcasts and publications outlets will help to increase recognition of Academia Antonia Alonso's name and concept. When possible, arrangements will be made to secure interviews for the school leader using these mediums. Short radio-spot and newspaper advertisement space will also be purchased periodically to promote the school concept and direct listeners/readers to Academia Antonia Alonso's website.

  - *Secondary Audience*-
    Similar strategies will be used for the secondary audience target. Radio stations and newspapers that serve young moms in New Castle County will be identified to help streamline this strategy.

- **Electronic Resources**

- An Academia Antonia Alonso website will be developed to share information about the EL model, similar to what will be included in the direct mail piece and will have English and Spanish translation options. Picture slide shows of students attending Expeditionary Learning schools, examples of student work, and videos from Academia Antonia Alonso community meetings held in Delaware will be key features of the website to increase user friendliness and the length of the visits to the website. Parents will also have access to an online application and other enrollment information. Capitalizing on the tendency for mothers to base decisions off the recommendations of other mothers, the website will also incorporate testimonials from mothers of children attending Expeditionary Learning schools from across the country. Over time, Delaware moms will also be asked to submit a testimonial.

  In addition to the website, to capitalize on the secondary audiences networking and social marketing skills, the school will place strategic advertisements and engage in blog conversations on popular Delaware blogs and social networking sites.

c. Marketing materials to be developed:

To capitalize on the reputation and record of success built by Expeditionary Learning and reduce the cost of marketing projects in Year 1, Academia Antonia Alonso will, where appropriate, utilize existing Expeditionary Learning marketing materials. However, because of the unique needs of the primary audience, several new materials will need to be developed, as described above. The school will contract with Innovative Schools to develop the following unique materials about Academia Antonia Alonso, with input from the governing board, and school staff.

- School Logo
- Website
- Direct Mail brochure and Flyers
- Newspaper advertisement and radio spots
- PR support

g. Marketing Strategies/ Tools

See attached spreadsheet outlining strategies, tools, and anticipated costs.

h. Evaluation

To evaluate the success of marketing strategies listed above, on the Academia Antonia Alonso application, parents will be asked how they learned about the school by selecting from a list of marketing strategies that were implemented. Strategies that received a high ranking will be continued in Year 2. Additionally, the website will include a tracking feature that will allow the school to analyze the length of stay on the website, frequency of visits to key pages, and length of stay on those pages. Efforts will be ongoing to increase user friendliness and interactive website components to increase the length of visits and the value of this resource. Over time, the school will seek to have the website serve as the main marketing tool, reducing the cost of print marketing and advertising for the school.

i. Timeline

- See attached timeline.

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[i] PEW Hispanic Center, *Demographic Profile of Hispanics in Delaware, 2009*. http://pewhispanic.org/states/?stateid=DE Accessed 2 August 2011.

U.S. Census Bureau, *State & County Quick Facts, Wilmington, Delaware.* http://quickfacts.census.gov/qfd/states/10/1077580.html. Accesses 1 December 2011.

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[ii] Laura Sonderup, *Hispanic Marketing: A Critical Market Segment*, Advertising and Market Review. April 2004. http://www.ad-mkt-review.com/public_html/docs/fs075.html. Accessed 2 August 2011.

GPI Translation Blog, *Why You Need a Localized Website for the U.S. Hispanic Market*, June 2010. http://blog.globalizationpartners.com/www-globalization-for-the-hispanic-market.aspx. Accessed 6 August 2011.

PEW Hispanic Center, *Between Two Worlds: How Young Latinos Come o Age in America*, December 2009. http://pewhispanic.org/files/reports/117.3.pdf. Accessed 2 August 2011.

[iii]Laura Sonderup, *Hispanic Marketing: A Critical Market Segment*, Advertising and Market Review. April 2004. http://www.ad-mkt-review.com/public_html/docs/fs075.html. Accessed 2 August 2011.
GPI Translation Blog, *Why You Need a Localized Website for the U.S. Hispanic Market*, June 2010. http://blog.globalizationpartners.com/www-globalization-for-the-hispanic-market.aspx. Accessed 6 August 2011.

[iv] U.S. Census Bureau, *State & County Quick Facts, Wilmington, Delaware.* http://quickfacts.census.gov/qfd/states/10/1077580.html. Accesses 2 August 2011.

U.S. Census Bureau, *State & County Quick Facts, Newark, Delaware.* http://quickfacts.census.gov/qfd/states/10/1077580.html. Accesses 2 August 2011.

[v] Goldman, Sharon M. *The Mom Effect*, Collegqy. April 2010, Volume 18, Issue 2. http://www.colloquy.com/article_view.asp?uid=7214. Accessed 6 August 2011.

Goldman, Sharon. *Mama Mia! Four Mom myths and the truths that lead to loyalty success*, Colloquy April 2010, Volume 18, Issue 2. http://www.colloquy.com/article_view.asp?uid=7218. Accessed 6 August 2011.

Expeditionary Learning
Year 1 Marketing Plan
Marketing Strategies/Tools and Estimated Costs

Spanish speaking parents of students in grades K-5 living in New Castle County		
Strategy	**Goal**	**Estimated Cost**
Community Engagement Meetings	Host a minimum of 3 community engagement meetings beginning in the summer of 2012; 2 in the Wilmington, DE area and 1 in the Newark, DE area. Locations to be determined based on outcomes of Feasibility Study community meetings during application year.	$5,000 for three meetings
Recruitment at Pre-K and Early Childhood Care Centers	Develop list of all centers serving Hispanic students; develop and deliver a 20 minute presentation for parents; leave flyer and other promotional materials for families	$0
Newspaper advertisements / Sticker	Place advertisements in Hispanic newspapers and magazines serving the Wilmington and Newark communities	Will get quote after charter is approved
Table at local fairs/community events	Purchase table space at local fairs and Hispanic community events	$0
Press coverage of school design	Submit press releases at least once every two months to Hispanic newspapers and publications highlighting key milestone in the Academia Antonia Alonso's opening. Examples of topics include: • Approval of charter application • Hiring of school leader • Purchase of building • Advertise open enrollments; dates and times of community engagement meetings • School opening day	$0
Local businesses advertising	Place flyers in local, Hispanic-owned businesses. Flyers will direct individuals to Academia Antonia Alonso website. Also include recruitment brochures and applications for those individuals that do not have website access.	Will get estimates for printing costs
Translation Services	To ensure that all marketing materials are translated appropriately	Will get quote after

		charter is approved
II. Secondary Audience – Non-Spanish speaking parents of students in grades K-5 living in New Castle County		
Strategy	**Goal**	**Estimated Cost**
Community Engagement Meetings	Host a minimum of 3 community engagement meetings beginning in the summer of 2012; 2 in the Wilmington, DE area and 1 in the Newark, DE area. Locations to be determined based on outcomes of Feasibility Study community meetings during application year.	$5,000 for three meetings
Recruitment at Pre-K and Early Childhood Care Centers	Develop list of all centers serving non-hispanic children in the Wilmington and Newark areas; develop and deliver a 20 minute presentation for parents; leave flyer and other promotional materials for families	$0
Newspaper advertisements / Sticker	Purchase stickers on the front page of the News Journal to advertise the Academia Antonia Alonso and direct individuals to the school's website. Stickers will only be purchased for Wilmington and Newark Delaware addresses.	Will get quote after charter is approved
Press coverage of school design	Submit press releases at least once every two months to highlight key milestone in the Academia Antonia Alonso's opening. Examples of topics include: • Approval of charter application • Hiring of school leader • Purchase of building • Advertise open enrollments; dates and times of community engagement meetings • School opening day	$0
Table at local fairs/community events	Purchase table space at local fairs and community events in the Wilmington and Newark areas	$0
Local businesses advertising	Place flyers in local businesses that serve the needs of young children. Flyers will direct individuals to Academia Antonia Alonso's website. Also include recruitment brochures and applications for those individuals that do not have website access.	Will get quote after charter is approved
Blog	Post advertisements in Delaware specific blogs that direct readers to the Academia Antonia Alonso's website	$0

Non-Profit Newsletters	Partner with other education-related non-profit organizations in the Wilmington and Newark areas to include a short piece about the Expeditionary Learning Charter School in their newsletters. Examples of non-profit organizations include: • Metropolitan Wilmington Urban League • PIC of Delaware • Learning Link of Delaware • Voices 4 Change • Vision 2015 • Rodel Foundation • Boys and Girls Clubs of Delaware • Big Brothers Big Sisters of Delaware • Communities in Schools • Children and Families First • Teens in Perspective • United Way of Delaware • YMCA • YWCA • Innovative Schools	

Academia Antonia Alonso

Marketing Timeline

2012-2013

Complete:

Student handbook/code of conduct

Application Form

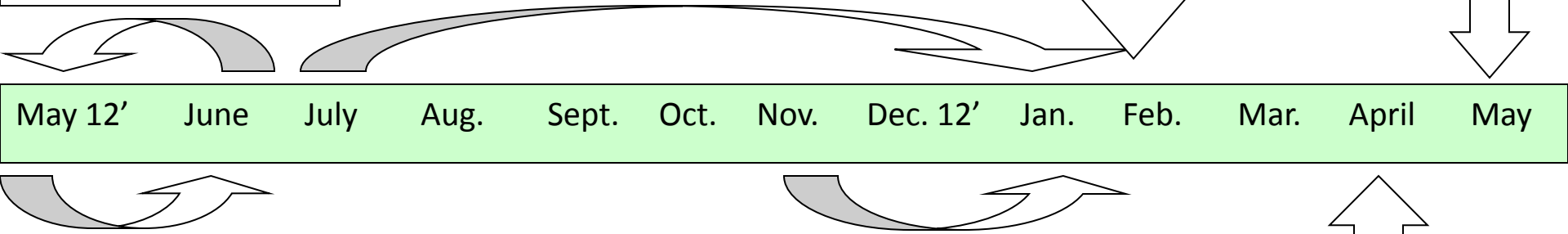
Community Outreach and Marketing/Student Recruitment – focus the majority of student recruitment efforts during the state-wide choice period from November to January.

Hold School Lottery

Send enrollment acknowledgement letter

Enter student data into eSchoolPLUS

May 1st Student Unit Count



Finalize Student Recruitment Plan.

Present marketing budget to Board for approval.

Work with Innovative Schools to complete marketing materials.

Prepare for marketing / outreach activities and events

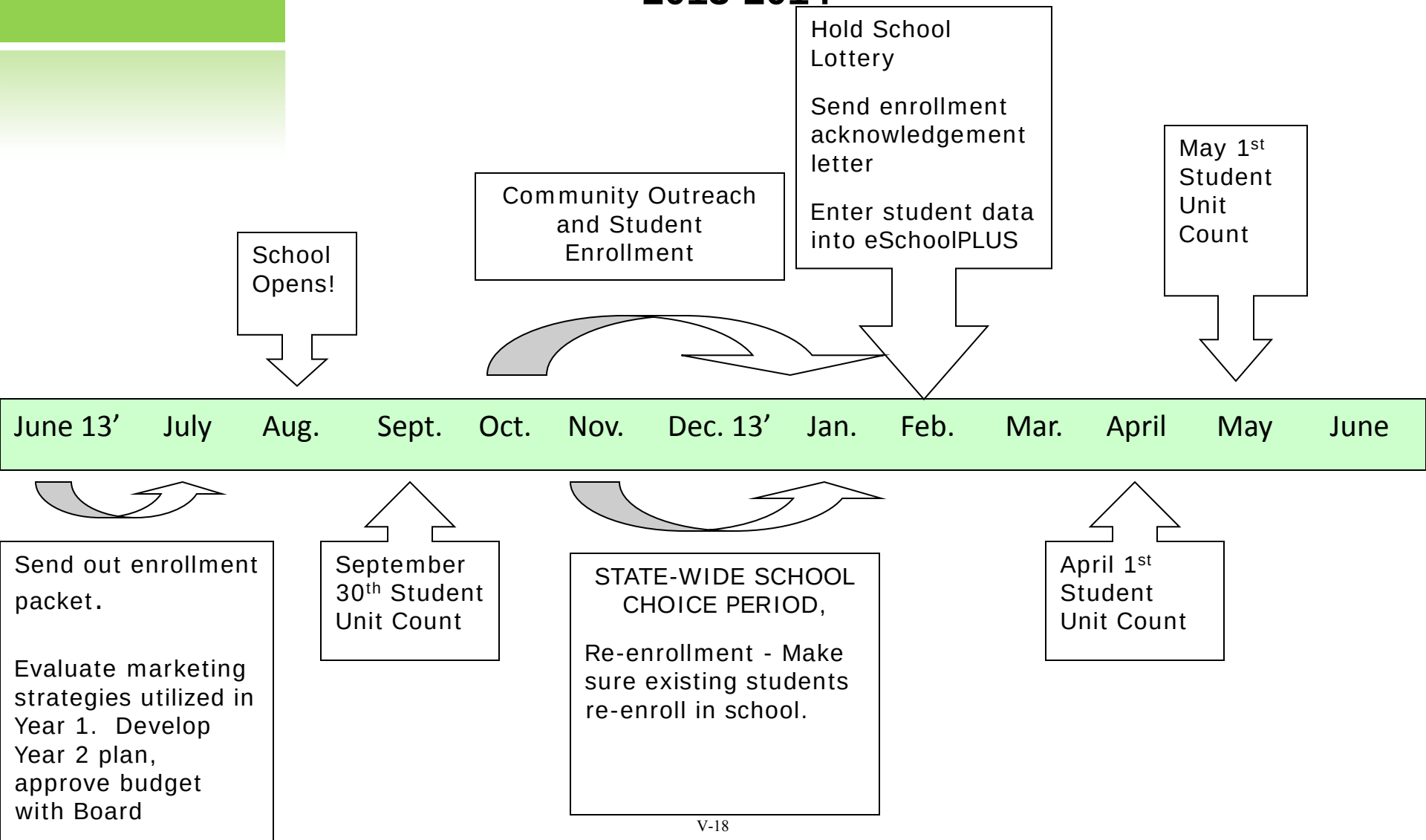
STATE-WIDE SCHOOL CHOICE PERIOD,

April 1st Student Unit Count

Academia Antonia Alonso

Marketing Timeline

2013-2014



Academia Antonia Alonso
School Admissions Procedure

Applications for Admission

Academia Antonia Alonso will advertise the **open application period** from November through January (specific dates to be published annually) of the year preceding enrollment. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline. If oversubscribed at the end of the open application period, **Academia Antonia Alonso** will publicize and hold a lottery in public, applying preferences as stated in school's charter and in accordance with state law. Applications received after the open application period will be placed at the end of the waiting list after the lottery has been concluded. If not oversubscribed, **Academia Antonia Alonso** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order in which they are received.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than 'seats available' for the affected grade levels.

Three groups of students will be afforded preference for admissions to **Academia Antonia Alonso**. As previously noted, 'seats available' or 'open positions' for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

When there are more applicants for grade level enrollment than 'seats available,' admissions preferences shall be applied in the following sequence:

1. Children of the school's founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

Children of the School's Founders

Children, adopted children, and stepchildren shall receive preferential enrollment placement for 'open positions.' Further definition of the school's founders follows in Section (n).

Children of Staff Members

Children, adopted children, and stepchildren of employees of the school (employed by **Academia Antonia Alonso** at least 30.0 hours per week) shall receive preferential enrollment placement for 'open positions.'

Children with Siblings Concurrently Enrolled

Siblings of students enrolled at **Academia Antonia Alonso** shall have preferential enrollment placement for 'open positions.'

Academia Antonia Alonso shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

Plan for Selecting Students

Prior to the first week in October 2012 and each year thereafter, the principal shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon 'seats available' by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November through January. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanned and emailed, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with complete applications will be placed in a lottery, described below.
- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a waiting list of up to 25 children. If seats become available after the lottery is completed, the waiting list will be used to govern who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that the grade level is not oversubscribed, applications will be handled on a first- come, first-served basis.

Lottery

Academia Antonia Alonso will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. (Applications received after the deadline, but postmarked by the deadline, will also be considered to have been received on time.) All applications for grade levels oversubscribed at the end of the open application period will be subject to a lottery. **Academia Antonia Alonso** will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, **Academia Antonia Alonso** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children of the School's Founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

When a lottery is needed, it shall be public; the date and location will be advertised in advance. Either an objective community member having no ties to **Academia Antonia Alonso** or a representative from the Delaware Department of Education, along with members of the school's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each

envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a wait list of up to 25 names. If seats become available, after the lottery is completed, the wait list will be used to govern who is admitted to the school.

Parents of participating applicants will be sent letters of acceptance or non-acceptance following the conclusion of the lottery. Successful applicants will receive directions and deadlines relative to registration and attendance at other required events, all of which shall be completed by the last business day in February 2013 for the opening school year, and in each year thereafter.

Enrollment and Registration
Following acceptance to **Academia Antonia Alonso** for admission, enrollment and registration will be necessary. For registration, it will be necessary to provide the following information:

REQUIRED DOCUMENTS

1. **Birth Certificate** (Official State Document; not Hospital Birth Record)
   - Original preferred; good copy accepted
   - State Certificate of Live Birth
   - Missing Birth Certificate (Vital Statistics 302-739-4721)

2. **Medical Records**
   - Immunizations and dates in a Letter, form, or other documentation from physician. (Immunization Hotline 1-800-282-8672)
   - Mantoux TB Test
     Test results provided by doctor, nurse, or medical facility
   - Heptatitis B
     Proof of completed 3 dose series prior to school entry
   - Physical Examination Form – signed by healthcare provider

3. **Custody or Guardianship** (if applicable)
   - Original Family Court documents **only**
   - Social Service Placement Letter (original)
   - Relative Caregiver Authorization (contact Student Assignment Office)

4. **Proof of Residence**
   Recent Electric Bill (**within 60 days and** must **have parent/guardian name and address on the bill)** OR:
   - Signed Lease or Sales Agreement
   - State of Delaware "Verification of Residence" Form

ACADEMIA ANTONIA ALONSO

APPLICATION FOR ENROLLMENT 2013 – 2014 SCHOOL YEAR

Please print clearly. Please complete all information.

Student's Name: _____ _____
Last *First* *Middle*

Date of Birth: _____/_____/_____ Age: _____ Gender: M _____ F_____

Social Security #: _____ - ____ - _____ Ethnicity/Race (*optional*): _____

Current Grade: (*circle one*) **Pre-K K**

Grade for which you are applying: (*circle one*) **K 1**

Present School and Location: _____

Public School District In Which Student Lives: _____

Student's Home Address: _____

_____ _____
City *State* *Zip* *Home Phone*

Home E-mail address: _____

Applicant lives with: Mother ___ Father ___ Both Parents ___ Legal Guardian ___ Other ___

If other, please explain. _____

Mother's/Guardian's Name_____
Last *First* *MI*

Mother's Home Address (if different than student's listed address)

_____

Mother's/Guardian's Position and Employer: _____

Work Phone: _____ Cell Phone: _____

Work E-mail address: _____

Father's/Guardian's Name: _____
Last *First* *MI*

Father's Home Address (if different than student's listed address)

_____

Father's/Guardian's Position and Employer: _____

Work Phone: _____ Cell Phone: _____

Work E-mail address: _____

Sample DRAFT

ACADEMIA ANTONIA ALONSO

Please list any siblings concurrently enrolled at Academia Antonia Alonso for 2013 – 2014 school year:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Please list any siblings also applying for Academia Antonia Alonso for the 2013 – 2014 school year:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Is your child currently receiving special education services? Yes ____ No ____

Does your child currently have a 504 Accommodation Plan for a diagnosed medical condition? Yes ____ No ____

How did you hear about **Academia Antonia Alonso**? Friend _____ Mailing _____ Website _____

Other _____ If other, please explain: _____

Is a language other than English spoken by the student? _____Yes _____No

Is a language other than English spoken at home? _____Yes _____No

By whom _____ What language is it? _____

Signature of Parent/Guardian: _____

Print Name of Parent/Guardian: _____

Date: _____

Return the completed application by _____and return to the address(es) listed on the cover letter.

Please be sure to complete and sign the required 'Intent To Enroll' certification and submit with the enrollment application.

All applications must contain a live signature (not a copy or fax). If application was submitted by fax, original must also be mailed. Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission. Any incomplete or inaccurate applications may be rejected for enrollment consideration. Only one application may be submitted for each student applying.

Academia Antonia Alonso does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws.

Sample DRAFT

ACADEMIA ANTONIA ALONSO

Certification of Intent to Enroll

I, _____, parent or guardian of

_____,
(name of student to be enrolled)

will enroll my child at **Academia Antonia Alonso** for the 2013 - 2014 school year. I understand that my child is required to remain enrolled in this charter school, in the absence of any condition constituting good cause, for at least one school year. I also understand that if I remove my child from **Academia Antonia Alonso** and attempt to re-enroll at another school, that school is not required to accept my application.

Note: This commitment is required only for the first year in which a child attends a charter school.

Signature of Parent or Guardian: _____

Printed Name of Parent or Guardian: _____

Date: _____

Sample DRAFT

ACADEMIA ANTONIA ALONSO

DISCIPLINE CODE: GRADES K–5

LEVEL I OFFENSE(S):

- Cheating
- Disruptive Behavior
- Failure to Have Supplies
- Inappropriate Dress
- Inappropriate Language
- Loitering
- Non-Compliance
- Possession of Non-School Items
- Unexcused Tardy
- Violation of Acceptable Use Policy

LEVEL I DISCIPLINE:

FIRST OFFENSE

GRADES K-5

- Teacher reprimand/student conference

BUS K-5

- Counseled by bus driver
- Discipline referral submitted to the Principal

SECOND OFFENSE

GRADES K-5

- Teacher detention and/or parent notification

BUS K-5

- Reassigned seat
- Discipline referral submitted to the Principal
- Written Parent Notification

THIRD AND SUBSEQUENT OFFENSES

GRADES K-5

- Teacher detention and parent/teacher strategy
- Written Parent Notification

BUS K-5

- Discipline referral submitted to the Principal
- Bus suspension and in-school suspension of equal days (1-3)
- Written Parent Notification

FOURTH OFFENSE OF THE SAME BEHAVIOR BECOMES CHRONIC AND A LEVEL II VIOLATION.

LEVEL II OFFENSE(S):

- Referred Level I Offenses
- Abusive Language
- Careless Behavior
- Chronic Disruption
- Class Cut
- Defiance
- Failure to Serve Detention
- Gambling
- Inappropriate Public Behavi
- Minor Vandalism
- Misuse of Technology
- Plagiarism
- School Cut/Tr
- Smoking
- Stealing
- Threat
- tion of Bus Safety
- f Medication Po

LEVEL I SCIPL

FIRST OFFE E

GRADES K-5

- Reprimand ar Detention
- Notificat
- Sm - $2 fine (in lieu of the fine, proof comp ion of a smoking cessation cla ill be accepted)
- For misuse chnology – cancellation of use for the period of suspension

BUS K-5

- Counseled by the bus driver
- Discipline referral submitted to the Principal
- For smoking - $25.00 in lieu of the fine, proof of com on of a smoking cessation class w e accepted)

SECOND OFFENSE

GRADES K-5

- De ion
- Paren tification
- For smok $50.00 fine
- misuse o hnology – cancellatio use ileges f e marking period

BUS K-5

- Reassig at
- Disci referral submitted the
- Par tification
- For sm - $50.00 fine

D OFFEN

GRA K-5

- Dete n and/or Suspension (1 to 2 days)
- Parent Notification
- Parent Conference
- Behavior Plan
- For smoking - $50.00
- For misuse of technology – Referral to Building Discipline Committee to consider cancellation of user privileges for the remainder of the school year

BUS K-5

- Bus suspension and Detention and/or Suspension, 1-2 days (suspensions for each are the same number of days)
- Parent Notification
- Parent Conference
- Behavior Plan
- For smoking - $50.00 fine

LEVEL III OFFENSE(S):

- Referred Level I and Level II Offenses
- Chronic Stealing
- Fighting Forgery
- Harassment/Bullying
- Leaving School without Permission
- Misuse/Abuse of Substances
- Offensive Touching (Student on Student)
- Terroristic Threatening and/or Behavior

LEVEL III DISCIPLINE:

FIRST OFFENSE

GRADES K-5

- Detention and/or Suspension (1 to 2 days)
- Parent Notification
- Parent Conference when necessary
- Behavior Plan required
- Police Notification when necessary
- Restitution/Restoration if warranted
- Referral to other agencies, if warranted

BUS K-5

- Bus Suspension and Detention and/or Suspension (1 to 2 days)
- Parent Notification
- Parent Conference when necessary
- Behavior Plan required
- Police Notification when necessary
- Restitution/Restoration if warranted
- Referral to other agencies, if warranted

SECOND AND SUBSEQUENT OFFENSES

GRADES K-5

- Detention and/or Suspension (2 to 5 days)
- Parent Notification
- Parent Conference Required Before Returning to School
- Referral to School Discipline Team Required

SAMPLE

- Behavior Plan required
- Notification of Police when necessary
- Restitution/Restoration if warranted
- Referral to other agencies, if warranted

BUS K-5

- Bus Suspension and Detention and/or Suspension (2 to 5 days)
- Parent Notification
- Parent Conference Required Before Returning to School
- Referral to School Discipline Team Required
- Behavior Plan, if necessary Notification
- of Police when necessary
- Restitution/Restoration if warranted
- Referral to other agencies, if warranted

LEVEL IV OFFENSE(S):

- Referred Level III Offenses
- Assault on Student
- Extortion
- Major Vandalism
- Offensive Touching of a Staff Member
- Sexual Harassment

LEVEL IV DISCIPLINE:

FIRST OFFENSE

GRADES K-5

- Out of School Suspension (2 to 5 days
- Parent Notification
- Parent Conference Required Before Returning to School
- Police Notification: Charges may be filed
- Referral to School Discipline Team
- Behavior Plan required
- Superintendent Notification
- DOE Student Conduct Report will be filed as required by law
- Other appropriate administrative action
- Restitution if applicable
- Major Vandalism to School Computer – Referral to Building Discipline Committee to consider cancellation of user privileges for the remainder of the school year

BUS K-5

- Out of School Suspension (2 to 5 days)
- Parent Notification
- Parent Conference Required Before Returning to School
- Police Notification: Charges may be filed
- Referral to School Discipline Team
- Behavior Plan required
- Superintendent Notification
- DOE Student Conduct Report will be filed as required by law
- Other appropriate administration
- Restitution if applicable

SECOND AND SUBSEQUENT OFFENSES

GRADES K-5

- Out of School Suspension (5 days: May be extended by Superintendent)
- Parent Notification
- Notification of Police: Charges may be filed
- Referral to School Discipline Team
- Behavior Plan required
- DOE Student Conduct Report will be filed as required by law
- Parent Conference with Superintendent or designee
- Possible referral/placement with outside agency
- Other appropriate administrative action
- Restitution if applicable
- Major Vandalism to School Computer – Cancellation of user privileges

BUS K-5

- Out of School Suspension (5 days: May be extended by Superintendent)
- Parent Notification
- Notification of Police: Charges may be filed
- Referral to School Discipline Team
- Behavior Plan required
- DOE Student Conduct Report will be filed as required by law
- Parent Conference with Superintendent or designee
- Possible referral/placement with outside agency
- Other appropriate administrative action
- Restitution if applicable

LEVEL V OFFENSES

- Assault on a Staff Member
- Bomb Threat or any behavior that could or does result in the evacuation or lockdown of a School Building, District Facility, or Bus
- Possession of any Weapons/Explosive Devices
- The Unlawful Possession, Use or Distribution of Illicit Drugs, Alcohol or Counterfeit Substances
- Note: Any felony not specifically mentioned that was committed while at school or during a school function will be considered a Level V Offense

LEVEL V DISCIPLINE:

FIRST OFFENSE

GRADES K-5

- Out-of-school suspension pending a hearing. The Superintendent will determine whether or not to have a formal expulsion hearing or to have a District level hearing.
- Police Notification
- Written Parent Notification

SECOND AND SUBSEQUENT OFFENSES

GRADES K-5

- Recommendation for expulsion from school for up to one calendar year. Students may have their expulsion reduced to a minimum of 60 days depending on various factors including previous disciplinary record, academic performance, positive attitude, or special circumstances.
- Suspension from school during pendency of expulsion hearing.
- Notification of appropriate law enforcement agency.

IF STUDENT IS EXPELLED

- Cessation of attendance at curricular activities, co-curricular activities, extra-curricular activities and school functions during the time of the expulsion.
- Exclusion from school property during time of the expulsion.
- Recommendation of counseling for readmission.
- Referral to Student Services for support services.
- Assigning of a building guidance counselor for transitioning back to school and ongoing monitoring.
- Enrollment into a district alternative program, if appropriate.

SAMPLE

OUT OF SCHOOL CONDUCT

The courts have upheld a school district's right to take disciplinary action against students for certain crimes even when those crimes were committed off school grounds during non-school hours or were not committed against any of the school's students or staff. The SCHOOL is notified by the Attorney General's Office when a District student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. The Code of Conduct shall also apply to out-of-school conduct by a student if the district believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to:

- Acts of violence which are punishable by law
- Sexual offenses which are punishable by law
- Felonies
- The sale, transfer, or possession of drugs which would constitute an offense punishable by law

A student found to be in violation of the discipline code at this level is to be suspended and the principal shall refer the matter to the Superintendent. In considering appropriate disciplinary action, the Superintendent shall consider the age and maturity of the student involved. The Superintendent shall determine if the circumstances are such that a hearing is needed as part of determining the appropriate disciplinary action. Out-of-school conduct can result in a recommendation for expulsion or placement in an alternative program.

ASSUMPTION OF POSSESSION

PERSONAL STORAGE

The District presumes a student possesses and is therefore responsible for all items found in or on the student's clothing, book bag, purse, locker, or similar container or bag used to carry or store books or personal property. Students have the responsibility to regularly check the contents of their locker, book bag, and/or purse. If a student fails to lock their locker or secure their book bag and/or purse or provide others access to their locker, book bag, and/or purse, they remain responsible for items found in their locker, book bag, and/or purse.

MOTOR VEHICLE

The District presumes a student possesses and is therefore responsible for all items in the student's motor vehicle. This presumption applies to any vehicle you drive to school or school activity, without regard to who owns the vehicle. Before you bring a vehicle to school or school activity, conduct a search of the vehicle. If you fail to lock your vehicle, permit other access to your vehicle, you remain responsible for items found in your vehicle.

SEARCH AND SEIZURE

Students are free from unreasonable search and seizure of property as guaranteed by the Fourth Amendment to the U.S. Constitution. This individual right is balanced by the school's responsibility to protect the health, safety, and welfare of others. Student lockers are the property of the school and are subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others. Search of individual students shall be based upon reasonable suspicion that the student's person, property or personal automobile contains illegal substances, items or material detrimental to the safety and welfare of other students or staff or in violation of the law or rules of the Student Code.

Students are responsible and accountable for the contents of all items found in their lockers, automobiles, book bags, purses, and any bags or containers used to carry personal property.

All alcohol, drugs, drug-like substances, look-alike substances and drug paraphernalia found in a student's possession shall be turned over to the principal or designee and be made available, in the case of a medical emergency, for identification. Such substances shall be logged and documented (except in the case of substances covered by 16 Del. C. §4777 turned over to the police as potential evidence. A request for analysis shall be made with the appropriate (In case of a medical emergency substances should be made available for identification purposes.).

REPORTING SCHOOL CRIME

DELAWARE CODE TITLE 14 DEL. C §4112

Delaware law requires mandatory reporting of the offenses listed in 14 Del. C §4112. School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the principal or designee:

- Student, school volunteer, or school employee has been the victim of violent felony, assault III, unlawful sexual contact III; or
- School employee has been the victim of offensive touching, terroristic threatening; or
- Student under 18 has been victim of sexual harassment; or
- Person on school property has drugs or weapon or bomb.

The principal or designee will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation and/or if warranted by statute will report to the police authorities. In addition, the principal will make every effort to notify the parent(s)/guardian(s) of any juvenile victim. The following list is not all-inclusive, but, at a minimum, the following shall be reported to the appropriate law enforcement agency.

- Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee.
- Evidence that suggests the commission of a felony, for example: reckless endangering; assault offenses; homicide; arson; criminal mischief; bombs; robbery; rape; extortion; fraud; forgery; weapons, etc.
- Evidence that suggests violations of the laws concerning controlled substances and alcohol.
- Evidence that suggests incest, sexual abuse or the neglect or other abuse of children.
- Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps).
- Evidence that suggests morals offense, (e.g. pornography, exhibitionism, peeping, etc.)
- Evidence that suggests organized gambling.
- Evidence of offenses involving school property, e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards.
- Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities. (These activities need not be reported to the State Board of Education)
- Theft of school equipment or personal property of school personnel.

SAMPLE

WHEN IS THE CODE IN FORCE?

THE CODE IS IN FORCE:

- On school property prior to, during and following regular school hours when school is in session or when school activities are in operation.
- While students are on the school bus for any reason.
- From the time a student leaves home until the student returns home again. This includes behavior to and from bus stops and routes students take while walking to school.
- At all school sponsored events and other activities where school administrators have jurisdiction over students.
- The Code also applies to out-of-school conduct by a student if the district believes the nature of such conduct indicates the student presents a threat to the health, safety or welfare of other students or staff.

That portion of the Code which protects school buildings and grounds is always in force.

The Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed will still be subject to the authority of the principal or designee:

GRADES K-5:

- Serious or excessive behavior that necessitates a more severe disciplina action than that which is listed shal subject to the discretionary authority the principal for level I, II, and III offens and the Superintendent for level IV and V offenses. This would include a recommendation for expulsion.

GRADES 6-12:

- Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the principal for level I and II offenses and the Superintendent for level IV and V offenses.

Any student who hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act which violates the Code of Conduct may be subject to the same disciplinary action as the individual who committed the violation.

PROCEDURE FOR MAKING DISCIPLINARY REFERRALS

All teachers are expected to use ... ble behavior management techniques ... the classroom prior to referring a studen... a building administrator for disciplinary ...tion. In order to have ...m disciplinary procedures the fo... ...ns should be taken before referr... stu... to the offi... for a Level I violation.

1st ...e: Teacher rep... nd/confe... with the stude...

2nd o... se: ...her detention ... d/or pa... ...tification

3rd offens... Teacher ... ...tion and parent'... ...tegy

4th offense: ...Wri... disciplina... referral to ...fice

There are times w... it is necessary to send a ...dent ... the office before the above inter... ...ions ... e taken place. However, the ...cher is still required to meet the above gui... ...es. A referral to the office for violation... Level II and above may be made ... prior intervention by the teacher.

STUDENT GRIEVANCE

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been treated unfairly or has not been afforded ... process.

The following pers... groups of persons may use the griev... procedures:

1. Students or groups ... studen...
2. Parents of a student
3. G... s of parents of stud...

The griev... procedure may be ... as follows:

1. ... it is alle... that any student o... grou... studen...
   a) Is ... g denied a... to ... appropriate educatio... portunity.
   ...eing denied participation in any ...hool activity for which the student is ...le.
   c) Is be... denied the opportunity to compete ... or a position in an activity ...here the selection is limited.
   d) ...eing subjected to an arbitrary or unreasonable regulation, procedure or standard of conduct.
2. Where it is alleged that the rights of an individual student and/or group of students are being denied or abridged.

GRIEVANCE PROCEDURES

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the student unfairly within three (3) school days.
2. A conference shall be held within one (1) to four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written grievance with the principal within three (3) days of the conference.
4. If the principal fails to resolve the issue to the satisfaction of the grievant, the grievant will, upon request, be given written notice by the principal within three (3) days stating the reason the problem was not resolved.
5. A grievant wishing to appeal the principal's written decision must file a written appeal with the Superintendent not later than five (5) school days from the date of the principal's written decision.
6. The Superintendent/designee shall resolve the appeal by investigating the situation, reviewing the written appeal/records, or will schedule a conference to hear the grievance no later than five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) school days following the investigation/conference.
7. If the grievance decision at the Superintendent's level is not acceptable, the Superintendent's decision may be appealed to the Board of Education. This appeal must be filed, in writing, no later than five (5) school days following the Superintendent's decision. The Board of Education shall resolve the grievance by investigating the problem, holding conferences with the involved parties or reviewing the written grievance records.
8. The decision of the Board of Education shall be the final decision of the school system. A copy of the decision shall be sent to the parties involved not later than ten (10) school days following the board hearing.
9. Further appeals may be addressed to the Delaware Secretary of Education.

SAMPLE

DEFINITIONS

Abusive Language Abusive, offensive or obscene language heard by students, staff, or volunteers.

Arson Setting or attempting to set a fire, or the use or attempted use of fire to cause or to threaten to cause damage to property or harm to a person or disruption of the educational process.

Assault on a Staff Member Intentionally or recklessly causing physical injury to a staff member. All such offenses will be reported to the police and the Superintendent pursuant to 14 Del. C. § 4112.

Assault on Student Intentionally or recklessly causing physical injury to another student. All such offenses will be reported to the police and the Superintendent pursuant to 14 Del. C. § 4112.

Bullying When one person or a group of persons, targets another person with repeated direct or indirect negative actions over a period of time which are harmful to the victim either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempt to inflict, physical or emotional injury or discomfort upon another person.

Careless Behavior Unintentional behavior that threatens to or causes injury—behavior(s) not considered under assault on staff or student requiring the reporting to police and Superintendent pursuant to 14 Del C. § 4112.

Cheating Fraudulent deception in preparing, or presenting course work or class assignments as a student's own work when it is not. This includes, but is not limited to: (1) copying another student's work, (2) unauthorized use of notes or sharing answers during a test, (3) presenting another person's work as one's own, or (4) presenting quotations, words or ideas without proper references or credit (plagiarism).

Chronic Disruption Any disruption of class that continually interferes with the learning of others or the teacher's ability to teach.

Chronic Stealing The act of taking possession of or transferring the property of another without permission three or more times.

Class Cut All students are expected to arrive at classes on time and remain there until the teacher dismisses class. A student is considered to have cut a class any time the student is present in school but does not attend class. Any unexcused absence from more than half of a class may be considered a cut.

Defiance Verbal or non-verbal refusal to comply with reasonable requests from school personnel, including refusal to identify oneself.

Disorderly Conduct Causes public inconvenience, annoyance or alarm to another person or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior; making an unreasonable noise or using offensively coarse utterance or gesture or display or addressing abusive language to any person present.

Disruptive Behavior Language, gestures or actions that produce distractions, frictions or disturbances that interfere with effective functioning of the teacher, another student or the class.

Explosive Devices Any device in accordance with the act or potential to explode in such a manner as to cause physical harm or alarm.

Expulsion Exclusion from school for a period determined by the local school district not to exceed one calendar year.

Extortion The acquisition or attempted acquisition of money, goods, service or information from another by force or the threat of force, either spoken or implied. All offenses in this category will be reported to the police and the Superintendent will file a Student Conduct Report as required by law.

Failure to Have Supplies See school handbook.

Failure to Serve Detention Detentions are requirements or obligations to be served with the teacher assigning the detention. Administrative detentions are assigned by a building administrator and are to be in an administrative detention room. The student is obligated to serve unless properly excused by the person assigning detention. Work obligation does not excuse a student from this responsibility.

Fighting Any aggressive physical contact between two or more individuals.

Forgery Falsification of any pass, note or excuse.

Gambling To stake or risk money or anything of value on the outcome of something involving chance. Student gambling is strictly prohibited.

Harassment Actions or statements that intimidate offend or defame the dignity or self-esteem of individuals or groups. Harassment/bullying may include, but is not limited to, verbal harassment or abuse, repeated remarks or jokes with demeaning implications or other offensive behavior. Harassment/bullying also includes intimidating, offensive or defaming behavior or materials directed at an individual because of that individual's race, national origin, disability, sexual orientation, or religion.

Inappropriate Dress All students are expected to dress in an appropriate and tasteful manner. Short shorts, muscle shirts, half shirts, biker shorts and lycra pants are not permitted except in physical education class. Hats, coats and jackets are to be kept in students' lockers. Shirts, jackets, buttons, etc., on which comments are written that could be considered profane or sexually suggestive, will not be allowed. See school handbook for dress code.

SAMPLE

Inappropriate Language	Any profane language or derogatory disrespectful comments.
Inappropriate Public Behavior	Behaviors displaying affection that is excessive, offensive, obscene or vulgar.
Leaving School Without Permission	No student may leave the school premises during school hours including lunchtime. The parking lot is off limits during school hours.
Loitering	Presence on school property in an authorized area or unauthorized area without a legitimate purpose.
Major Vandalism	The destruction or defacing of school property or the property of others. This includes any altering of computer programs or files, including unauthorized altering of access privileges or passwords, downloading of hacker tools, uploading, breaking into or taking an administrator's or staff member's documents. Costs of repair incurred.
Medication Policy (BP 7141)	Students are not permitted to take medication of any kind in school unless the medication is given by the nurse. Prescription and non-prescription medication may be administered by the school nurse during school hours utilizing the instructions outlined in the board policy.
Minor Vandalism	The defacing of school property. No costs of repair incurred.
Misuse/Abuse of Substances	Using any substance for a purpose for which it was not intended.
Misuse of Technology	Soliciting, using or sending pornographic or obscene material, accessing e-mail, downloading and/or installing files without malicious intent, damage to equipment.
Non-Compliance	Failure to comply with the established rules and procedures of the class.
Offensive Touching	STUDENT ON STUDENT. Intentionally touching another student with part of the body or with an instrument, thereby causing offense or harm.
Offensive Touching	OF A STAFF MEMBER. Intentionally touching a staff member with part of the body or with an instrument, thereby, causing offense or harm. All offenses in this category will be reported to the police and the Superintendent will file a Student Conduct Report as required by law.
Paraphernalia	All equipment, products, and materials as defined in Section 4761 of Title 16 of the Delaware Code, including, but not limited to, roach clips, miniature cocaine spoons, and containers for packaging drugs.
Possession of Non-School Items	Any item or device that has no legitimate educational purpose and may interfere with the orderly conduct of school business. These items will be confiscated and returned only to a parent. Includes, but not limited to any lighter/matches, cell phone, beeper, pager, laser, water gun or electronic device/game.
Sexual Harassment	Actions or statements that are sexual in nature, which offend or undermine the dignity or self-esteem of an individual. Examples include, but are not limited to unwelcome sexual advances, sexual remarks, jokes, requests for sexual favors, and other offensive verbal or physical conduct directed at an individual. Also under the definition is the display of pictures, drawings or other items that are sexual in nature.
Smoking	Using, possessing or dispensing of any tobacco product.
Stealing	The act of taking possession or transferring property of another without the consent of the owner.
Suspension	Suspensions may be designated by the school administration as In-School or Out-of-School. Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. Students assigned to in-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students assigned to out-of-school suspension are not to be permitted on school property during the length of their suspension and it is the parent/guardians responsibility to arrange for their care. Students assigned to out-of-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days.
Terroristic Threatening	Any threat to commit that is likely to result in death or serious injury. Any terroristic threat made to an employee will be reported to the police.
Threat	Any attempt to do bodily harm to another individual and/or property.
Truancy	Any unexcused absence from school as defined by Delaware Code. Repeated offenses may result in legal action.
Unexcused Tardy	Unexcused tardiness to school or to a class without authorization or approved reason.
Unlawful Possession of, Under the Influence of, Use or Distribution of Illicit Drugs, Alcohol or Counterfeit Substances	The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-a-like substance and/or drug paraphernalia. Being under the influence of alcohol, drugs or illegal substances is considered possession. The presence of alcohol, drugs or any illegal substance in a student's locker, automobile, purse, book bag, or similar container is considered to be possession by that student.
Weapons	Any weapon from which a shot may be discharged, a knife of any sort, switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain, icepick, nunchakus, pocket knives, or using in an aggressive manner articles commonly designated for other purposes (for example, a baseball bat). Look-a-like and nonfunctional weapons are included within the definition of weapons. The presence of a weapon in a student's locker, automobile, purse, book bag or other similar containers is considered to be possession by that student.

SAMPLE

SCHOOL POLICY ON DRUGS & ALCOHOL

I. THE FOLLOWING POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL SHALL APPLY TO ALL SCHOOLS AND/OR PROGRAMS:

This policy shall supersede any and all policies, procedures, or definitional terms referenced in the District's elementary and secondary school Codes of Conduct on the possession, use or distribution of drugs and alcohol.

A) The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.

B) Communications devices such as, but not limited to, mobile phones and electronic beepers, ordinarily have no place in the school environment. The unauthorized possession of such communication devices is prohibited.

C) Student lockers are the property of the school and may be subjected to search at any time with our without suspicion.

D) Student motor vehicle use to, and in, the school environment is a privilege which may be extended by school districts to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a dru e substance, a look-alike substances o ug paraphernalia, or of a student's poss on of an unauthorized electronic beeper o other communication device in the school environment, may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search, and will result in loss of the privilege to bring the vehicle on campus.

E) All students are responsible for their own actions. Students who are 18 years or older will be treated as adults for the purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parents and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.

F) All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the Principal or Designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed & documented and, in the case of substances red by Title 16 Delaware Code Ch. 4, over to police as potential evidence. ec for analysis shall be made where appropriate. All unauthorized communicatio ices shall be con ated and turned o Principal or Designee who g, nd docum the device as poten evide the police. If the police do want to nce, the Principa nee sha the device to State or loca olice troy the devic thin 45 da fter the al hearing. are instance donation uction ma not be warra d; in ase Superinten e District s l notify the St oard of Education in of the umstances of the of th evice.

II. THE FOLL ING DEFINITIONS SHALL APPLY TO S POLICY:

"Alcoho ll mean alcohol or any alc uor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the Delaware Code, including alcohol, sprits, wine and beer.

"Drug" shall mean any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the Delaware Code, including, for example, narcotic drugs such a oin or cocaine, amphetamines, an steroids, and marijuana, & sh clude any prescription substance whic s been given to or prescribed for a p n other th the student in whose pos ion ound.

"D g paraphernalia" sh ean all equ nt, products and m ls as define Section 4701 of Title of the Delaware e, including, for exa h clips, ture cocaine spoons co ers for p ging drugs.

"Pres tion drugs ll me substa obtained di , or ours to, a valid pres ion or order actitioner, as defined in Title 16 are Code Section 4701(24), while acti the course of his or her profess practice, and which is specifically ended for the student in se possession it is found.

"L ike substance" shall mean any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.

"Nonprescription medication" shall mean any over-the-counter medication; some of these medications may be a "drug-like substance."

"Look-alike substance" shall mean any non-controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied r epresentation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.

"Possess," "possessing," or "possession" shall mean that a student has on the student's person, in the student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of, alcohol, a drug, a look-alike substance, a drug-like substance or drug paraphernalia.

"Use" shall mean that a student is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.

"Distribute," "distributing," or "distribution" shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.

"School environment" shall mean within or on school property and/or at school-sanctioned or supervised activities including, for example, on school grounds, on school buses, at functions held on school grounds, at extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

"Expulsion" shall mean exclusion from school.

III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

A) Each year all students shall receive an updated Student Handbook that contains the state and district drug and alcohol policies and regulations to be shared with their parents.

B) The state and district policies shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the drug and alcohol policy was due to the student's handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

SAMPLE

DISTRICT POLICY ON DRUGS & ALCOHOL Continued

C) Staff members will report incidents to the Principal/Designee who will verify the identity of the student and the probable cause that a policy violation has been committed. The Principal/Designee where required will report the incident to the police and will file a report to be sent to the Department of Education. Parents will be notified as quickly as possible via the telephone. If telephone contact cannot be made, a letter will be sent home. Records will be maintained in a separate discipline file and confidentiality will be followed. Names and details of any particular incident will be revealed only to those staff persons who are required to know the specific information.

D) Any physical evidence of a policy violation will be submitted to the Principal/ Designee. The Principal/Designee will document the date, time, and description of the evidence and the name(s) of the student(s) involved. Evidence will be locked in a secure area determined by the Principal/Designee and submitted to the police upon their arrival.

E) General searches of the property of a student may be conducted by the Principal/ Designee at any time upon reasonable suspicion. A search of the student may be conducted with the permission of the student and notification of the parent. For both the student permission and search, a witness will be present, parents will be notified; and a written record will be prepared and filed.

F) All prescription and over-the-counter non-prescription drugs shall be presented to the school nurse upon entering the school building. The nurse will be responsible for dispensing those drugs to the students until they leave at the end of the school day. Any of these drugs not submitted to the school nurse will be considered in violation of this policy. Where necessary, individual students may be permitted to carry a prescription drug after submitting written notification from a physician and obtaining approval from the Principal/Designee.

G) The discipline policy shall also apply to out-of-school conduct by a student if the District believes that the nature of such conduct indicates that the student presents a threat to the health, safety or welfare of other students. Such out-of-school conduct shall include, but is not limited to, the sale, transfer, or possession of drugs which would constitute an offense punishable by law.

H) Students expelled from school for alcohol and drug infractions must petition the District Board of Education for readmission. Evidence must be provided having received appropriate related services pertinent to the expulsion offense.

I) A District Substance Abuse Advisory Committee including teachers, [illegible] school nurses, and community [illegible] be appointed.

J) The Principal/Designee is responsible for enforcing the [illegible] policy in a manner which is consistent and firm. The administration reserves the right to treat each case on an individual basis taking into consideration the overall school [illegible] the student, self-referral, and other mitigating circumstances.

IV. THE FOLLOWING DISCIPLINE POLICY SHALL APPLY FOR [illegible] ACTIONS AGAINST STATE A[illegible] DISTRIBUTION AND ALCOHOL [illegible]

A. USE/IMPAIRMENT

FIRST VIOLATION

Required:

- Parent Contact
- 1-10 Days Suspension
- Referral to Police Agency and/or State Agency if required by law

SUBSEQUENT VIOLATIONS

Required:

- Parent Contact
- Referral to Alternative Program
- Referral to Police Agency and/or State Agency if required by law
- Optional: Referral to Outside Agency Expulsion

B. POSSESSION/PERSONAL USE

Possession of alcohol, a drug, a drug-like substance, and/or a [illegible]alike substance, in an amount typical for personal use, and/or drug paraphernalia.

FIRST VIOLATION

Required:

- Parent Contact
- [illegible] Days Suspension
- Referral to Police Agency and/or State Agency if required by law
- Optional: [illegible]ulsion

SUBSEQUENT VIOLATIONS

Required:

- Expulsion

C. DISTRIBUTION

Possession of a quantity of alcohol, a drug, a look-alike substance, and/or drug paraphernalia in an amount which exceeds an amount typical for personal use, and/or distribution of the above named substances or paraphernalia.

FIRST VIOLATION

Required:

- Parent Contact
- 10 Days Suspension
- Referral to Police Agency and/or State Agency if required by law
- Optional: Referral to an Alternative Program Expulsion

SUBSEQUENT VIOLATIONS

Required:

- 10 Days Suspension
- Expulsion
- Referral to Police Agency and/or State Agency if required by law

D. UNAUTHORIZED POSSESSION OF COMMUNICATION DEVICES

FIRST VIOLATION

Required:

- Parent Contact
- Confiscation
- Referral to Police Agency and/or State Agency if required by law

SUBSEQUENT VIOLATIONS

Required:

- Suspension
- Referral to Police Agency and/or State Agency if required by law.

V. THE PROGRAM FOR INTERVENTION AND ASSISTANCE SHALL INCLUDE:

A) Staff persons are to refer students to their guidance counselors to receive initial counseling and to obtain information on counseling/treatment services available to the student or the student's rights, if any, to those services and on the confidentiality which the student can expect.

B) The high school shall maintain in its guidance office available to students and their parents a directory of resources available in the school environment and in the community for counseling for drug and/or alcohol treatment.

C) At the beginning of each school year, and in the event of a new employee, the Principal/ Designee will distribute the referral procedures & resources. The Principal/Designee will request staff assistance in encouraging students to seek support.

D) Students with drug or alcohol problems will be referred to their Guidance Counselor for needs assessment, counseling, district program participation, and referral to outside agency if appropriate.

E) No cost is required from students for counseling provided by the Guidance Counselor or programs sponsored by the building/district. Any cost for counseling, treatment, or testing provided by outside agencies will be borne by the student.

ANY REVISIONS OF THE APPOQUINIMINK SCHOOL DISTRICT DRUG AND ALCOHOL POLICY WILL BE SUBMITTED TO THE DEPARTMENT OF EDUCATION FOR REVIEW AND APPROVAL.

SAMPLE

EXPULSION POLICY

State regulations define expulsion as "...the exclusion of a pupil from school." Students expelled from any public school (in Delaware or any other state) are not permitted to attend any public school in Delaware during the period of expulsion.

When a student commits a violation which may result in a recommendation for expulsion, the following procedures shall be followed:

STEP I

A. The student shall be suspended for five (5) school days.

B. The principal, or designee, shall make every effort to investigate all aspects of the discipline problem, including a conference with the student and the student's parents, or guardian, if possible, to inform the student of the charges against him or her & to provide an opportunity to respond and to tell his/her side of the story. If possible, this conference shall be held prior to the student's suspension.

C. The principal, or designee, shall complete the investigation within three (3) school days of the incident.

D. If, at the conclusion of the investigation, the principal concludes that the student committed the offense and that the nature of the offense warrants a recommendation for the expulsion, the principal, or assistant principal, shall submit the recommend[illegible] to the Superintendent. The recomm[illegible]a-tion must be accompanied by a sum[illegible]ry of the principal's investigation & supp[illegible]ed with other documentation attesting to the violation.

E. If the Superintendent concurs with the recommendation for expulsion, the student's suspension shall be extended pending a recommendation by the hearing officer.

STEP II

A. The Superintendent or designee, shall, within ten (10) school days of the date of the incident, notify the student and the student's parent(s)/guardian(s), of the intent to expel and of the date, time and location for a formal hearing on the recommendation for expulsion. For students with disabilities as defined by Federal and State law and regulations, the Superintendent or designee shall within ten (10) school days from the date of the manifestation meeting, notify the student and the student's parent(s)/guardian(s) of intent to expel and of the date, time, and location for a formal hearing. The notice of intent to expel shall be sent by certified mail, stating the reasons for the expulsion and the time and place of the hearing. In addition, a copy of these procedures a[illegible] the district code of conduct shall accom[illegible] the notice.

B. The formal hearing shall be h[illegible] less than five (5), or more than ten [illegible]), school days after the notice of intent t[illegible]xpe[illegible] given. An extension may be gran[illegible] by agreement of all parties.

C. An impartial [illegible]ficer shall con[illegible]t the formal hear[illegible] Th[illegible]ing office[illegible] may be an employe[illegible] the [illegible], but the hearing officer m[illegible]e impar[illegible]

D. [illegible]ing officer shall h[illegible] full author[illegible] to [illegible]ntr[illegible] conduct of the [illegible]ring, incl[illegible]g aut[illegible] to admit, or [illegible]ude, evider[illegible]. The hea[illegible]ficer, in conduc[illegible] the hear[illegible] not be bound by [illegible]mm[illegible]w or st[illegible] rules of evidence [illegible]echnical or formal rules of procedure. [illegible]e hearing officer shall [illegible]plainly [illegible]levant evidence. Unduly [illegible]titive [illegible]of, rebuttal and cross-exam[illegible]tion [illegible]all be excluded. The witnes[illegible] shall be sworn by the hearing o[illegible]r.

E. Th[illegible]t shall have the following rights:

- To be represented by counsel, at the student's expense.
- To question any witnesses who testify and to receive a copy of any statements or affidavits of such witnesses.
- To request that any witnesses appear in person and answer questions or be cross-examined. Student witnesses will not be excused from school or allowed to testify unless th[illegible]arent(s)/ guardian(s) ha[illegible]en written permission [illegible]o the hearings.
- To testify an[illegible]duce witnesses on his/her behalf.
- To obtain, at the st[illegible]pense, [illegible]copy of the transcrip[illegible] the [illegible]al hearing.

STEP III

[illegible]in three [illegible] school days following [illegible] co[illegible]ion of th[illegible]aring, the hearing officer s[illegible] prepare a [illegible]ten Re[illegible] the Repor[illegible]all summariz[illegible]e [illegible]nce, state[illegible]clusions of fact [illegible]make a [illegible]mendation of whether the Board [illegible]d expel the student. The Report shall be f[illegible]arded to the Board.

B. If the he[illegible]n officer does not recommend expulsion, [illegible] student may be permitted [illegible]rn to school pending a review of the re[illegible] by the Board. Assignment to an educational alternative may be recommended, if appropriate.

C. Following a review of the hearing officer's Report, the transcripts, and the exhibits submitted at the hearing, the Board shall decide whether or not to expel the student at the next scheduled Board meeting. The duration of an expulsion is within the discretion of the Board based upon the circumstances of each case.

STUDENTS WITH DISABILITIES

A. If a student with a disability, as defined by federal and state law and regulations, is recommended for removal for more that ten (10) school days, either consecutively or cumulatively, in any one school year, or if expulsion is being recommended, a meeting of the student's I.E.P. team shall be conducted.

B. The student's I.E.P. team will consider whether the offense was a manifestation of the student's disability or the result of an inappropriate educational placement.

C. If the IEP team determines the offense was a manifestation of the student's disability or the results of an inappropriate educational placement, the IEP team shall modify the student's educational program and/or placement accordingly.

D. If the IEP team determines that the offense is not a manifestation of the Student's disability or the result of an inappropriate educational placement, then the student will be subject to the provisions of the District's Discipline Code and disciplined accordingly.

E. In instances where the student with a disability presents a danger to him/herself or others, or is so disruptive to the educational environment as to interfere with the rights of other students emergency placements and/or removal may be invoked by the District, including homebound instruction.

F. Students with disabilities and their parents and/or guardian should also refer to the Administrative Manual for Special Education Services available through the Delaware Department of Education.

FOLLOW UP TO EXPULSION

A. A student who is expelled shall be informed of the duration of the expulsion.

B. The student's parents, or guardians, may petition the Board for readmission to school thirty (30) calendar days prior to the expiration of the expulsion period designated by the Board.

C. The Board shall determine whether the student may be readmitted.

SAMPLE

EXPULSION Continued

D. Under readmission to school, the following conditions are required to be met:

- A behavioral contract designed by appropriate school personnel and signed by the student and parent(s)/guardian(s) must be completed prior to readmission.
- A student will be placed on probation for one (1) calendar year following the date of readmission. Violation of the contract during the probationary period may result in a recommendation to the Board for expulsion.

E. A student is prohibited from being on school property during the expulsion period except when accompanied by parent(s)/guardian(s) for a scheduled appointment with school officials.

NOTIFICATION OF EXPULSION TO DIVISION OF MOTOR VEHICLES

In any case where a student is expelled from the District, the Superintendent or designee shall send written notice of the expulsion to Division of Motor Vehicles. Under Delaware lad, such notice serves as sufficient authority for the Division of motor Vehicles to suspend, or refuse to renew any driver's license already issued to the expelled student, or to refuse to issue a license to the expelled student. An expelled student whose license has been suspended may have the license reinsta or a new license issued if (a) the length of expulsion is complete; (b) the expelled student is 19 years of age or older; (c) two years have elapsed since the date of the expulsion. Expelled students and their parents and/or guardians should refer to Title 14 of the Delaware Code, section 4130.

POSSESSION OF FIREARMS POLICY

I. IN COMPLIANCE WITH THE FEDERAL "GUNS FREE SCHOOLS ACT OF 1994", THE FOLLOWING POLICY SHALL APPLY TO ALL STUDENTS IN THE DISTRICT:

Possession of a firearm on school property, in a school bus, or at any school-sponsored event or activity shall result in expulsion for a period of not less than 180 school days. The Superintendent shall modify such expulsion requirement to the extent a modification is required by Federal or State law. The procedures to implement this policy will be the expulsion procedures outlined in the District's Elementary and Secondary School Codes Conduct. For purposes of this policy, rm "weapon" as used in the Federal "(ree Schools Act of 1994" means a "firear s defined in Section 921 of Ti 18, Unite States Code.

II. DEFINITION OF FIREAR

The term "firearm" means: A) w n (including a starter gun) which or is designed r readily be co ted to expel a pro action of a xplosive; B) the frame erve weap C) any firearm m or si ilenc D) any destructive ice. Suc ude an antique rm;

The term "destructive devic eans

A) y explos ice, incend or p on gas:

- mb
- G
- Roc having a propellant charge of more n four ounces
- ssile ng an explosive or incendiary ge o ore than one-quarter ounce
- M
- e similar to any of the devices scribed in the preceding clauses;

B) Any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purpo by whatever name known whi , or which may be readily ed to, expel a projectile by an act f an explosive or other propellant which ha barrel with a bore of one-half inch in diameter, and

ny combination of either nated or intended e in co ng any device into a destru device described in ubparag A) or B) and om which estructive ce ma dily assembl

erm "destructive device" shall not ude any device which is neither ned nor redesigned for use as a w any device, although originally desig for use as a weapon, which is designed or use as a signaling, pyrotechnic, e throwing, safety, or similar device; lus ordinance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

The term "antique firearm" means

A) Any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1989; or

B) Any replica of any firearm described in subparagraph A) if such replica –

- Is not designed or redesigned for using rim fire or conventional center fire fixed ammunition, or
- Uses rim fire or conventional center fire fixed ammunition which is no longer manufactured in the United States.

III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

A) All students shall receive an updated Student Handbook that contains the District's policy on the possession of firearms at the beginning of each school year, and whenever a student enters or re-enters the District during the school year, to be shared with their parent/guardian/custodial adult.

B) The District's policy on possession of firearms shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the possession of firearm policy was due to the student's handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

This policy shall control all cases involving a student's suspected or actual possession of a firearm and this policy shall supersede any and all policies and procedures in the District's elementary and secondary school Codes of Conduct related to the possession of a firearm as defined herein.

SAMPLE

EXPEDITIONARY
LEARNING

247 West 35th Street
Eighth Floor
New York, NY 10001
212-239-4455 tel
212-239-8287 fax
www.elschools.org

November 28, 2011

Lillian Lowry, Ed.D.
Secretary of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901

Dear Dr. Lowry:

On behalf of Expeditionary Learning, I am writing this letter to express our fullest support for the proposed Academia Antonia Alonso Charter School. We believe that Academia Antonia Alonso is a strong match for Wilmington, and we stand ready to offer all of the technical assistance and professional development necessary to support the highest level of school quality, student achievement and teacher effectiveness.

We have an emerging relationship with the Latin American Community Center and have offered access to some of our highest performing EL schools, so that the board for Academia Antonia Alonso can learn about and see EL in action. Our experience thus far is that the board is comprised of thoughtful, intelligent, dedicated individuals who will lend their considerable talents and resources to the school. Our relationship has its genesis with Innovative Schools and their Model schools Initiative.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and student achievement are the central aim and for over 18 years, this has been the core focus of our work. We will provide the Latin American Community Center and their proposed Academia Antonia Alonso with leadership and comprehensive support in our five Core Practices:

The Expeditionary Learning (EL) model is built around five core practices:

- Leadership and School Improvement: Strengthening leadership across the school in instruction, culture, and curriculum;

- Culture and Character: Building a school-wide culture of trust, respect, responsibility, and joy in achievement;

- Active Pedagogy: Infusing dynamic instructional practices that build skills and critical thinking;

- Learning Expeditions: Addressing standards through project-based curriculum connecting to real-world contexts that are based in the local community; and,

- Structures: Creating time for student and adult learning, collaboration, and focus on excellence.

EL instructional practices emphasize student inquiry, critical thinking and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences – bring together teachers from different disciplines and enrich the work of individual teachers in discipline-specific classrooms. These non-traditional approaches to learning are notably different from traditional practices.

Expeditionary Learning achieves success in these areas by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators engage in a coherent, demanding, and highly regarded program of professional development that includes both off-site, residential institutes as well as on-site coaching. EL School Designers work with school leadership and teachers at the school in a range of formats: school leadership meetings, whole-faculty workshops, individual and team planning, in-class observations and demonstration lessons, and analysis of student achievement data.

We look forward to continuing our work with the Latin American Community Center and Academia Antonia Alonso Charter School toward their goal of creating a successful charter school and offering a high quality educational option for the children and families in Wilmington.

Sincerely,

Laura Weeldreyer

Laura Weeldreyer, Mid-Atlantic Regional Director
Expeditionary Learning Schools
3103 Guilford Avenue
Baltimore, MD 21218

The Latin American
Community Center
403 N. Van Buren Street
Wilmington, DE 19805
302-655-7338
302-655-7334/fax
www.thelatincenter.org

December 1, 2011

Delaware Department of Education
Charter School Accountability Committee
Dan Cruce, Chair
Federal Building
Dover, DE 19901

Dear Mr. Cruce,

The Latin American Community Center (LACC) is a 42-year-old, bilingual, culturally-competent multi-service social service agency located in Wilmington, Delaware. The LACC will provide a continuum of care of quality services to children, youth and families associated with the Academia Antonia Alonso. The services will take place at the Academy or at LACC facilities, which are located within one block of the school. Access to the following services will be provided:

- Licensed La Fiesta Early Development Center for infants to age 4
- Licensed Before and After-School care and academic enrichment for grades K-6
- Licensed Summer Day Camp for grades K-6
- Licensed Mental Health Program
  - ✓ Individual, marital and family counseling
  - ✓ Evidence-based therapeutic parent education programs, including Triple P Positive Parenting Program and Parent-Child Interaction Therapy (PCIT)
  - ✓ Domestic Violence Prevention and Treatment
  - ✓ Assessments of children and youth for special education and special services, as well as Section 504 eligibility.
- Family Support Services
  - ✓ Job Search Assistance and Job Placement
  - ✓ Emergency assistance, including food, clothing and housing referrals
  - ✓ Translation and interpreting assistance
  - ✓ First State Community Action case management for self-sufficiency program
- Adult Education
  - ✓ English as a Second Language and Adult Basic Education classes
  - ✓ Civics for English Language Learners
  - ✓ Basic Computer Literacy
- Substance Abuse and HIV/AIDS prevention education and assistance

The LACC believes that children must have their basic needs of food, clothing, shelter and safety met in order to perform well school. Through a seamless continuum of care of services to Academia Antonia Alonso families, the LACC will maximize the students' chances of academic success.

Sincerely,

Maria Matos

Maria Matos
Executive Director

NCLR
NATIONAL COUNCIL OF LA RAZA
United Way of Delaware

CHRISTINA CULTURAL ARTS CENTER
705 MARKET STREET MALL • WILMINGTON, DELAWARE 19801
TELEPHONE: 302-652-0101 • FAX: 302-652-7480

Delaware Department of Education
Charter School Accountability Committee
Dan Cruce, Chair
Federal Building
Dover, DE 19901

November 22, 2011

Dear Mr. Cruce,

I am writing to express my support for chartering the proposed Academia Antonia Alonso Elementary School targeting Latino English Language Learners enrolled in Grades K-5. I am a resident of West Center City in Wilmington and I believe that Academia Antonia Alonso will be an enormous asset to the growing number Latino families with children living in and migrating to New Castle County.

Quality public school choices for English Language Learners are extremely limited. Establishing a well grounded foundation during elementary school will positively impact outcomes for high school graduation and college matriculation.

Academia Antonia Alonso will fill a long-standing need and quite frankly bridge a gap in our community for an alternative to traditional public education. The Academia Antonia Alonso will be the first Expeditionary Learning (EL) school in Delaware with a project-based approach emphasizing *learning by doing*. Students will develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their academic and personal lives.

The EL model creates a school culture based on learning through inquiry, real life connections, experiences and public demonstration. Strong adult-student relationships and positive character development, with rigorous expectations for behavior and achievement drive outcomes.

As an educator delivering arts based learning for more than twenty-five years, our organization has tangible evidence regarding the multiplicity of ways students excel when they are able to apply meaning and practical use of content knowledge/skills taught. Students excel in settings where cultural identity is valued as an asset and not viewed as a deficit. Parents are more effectively engaged through project based learning as it demands parental involvement.

I have participated in the Hispanic Youth Achievement selection process. I had the honor to listen to the captivating stories of significant numbers of young people who entered DE public schools as non-English speakers. These students struggled with little to no support within their assigned school to learn to speak the language and master academic content simultaneously. Story after story spoke to the discrimination experienced daily not only projected by their peers but by adults as well. Through their own persistence and resilience, these students overcame major obstacles. Not a single young person I listened to shared examples of support that came from their teachers. This is a very sad commentary.

I encourage your thoughtful consideration of chartering the Academia Antonia Alonso to serve Latino students in a culturally competent, experiential learning environment. I value the school's mission and would be thrilled to see a school of choice in our community focused on *effective teaching and learning for all children.*

Sincerely,

H. Raye Jones Avery

H. Raye Jones Avery
Executive Director
Christina Cultural Arts Center Inc.

West End Neighborhood House
710 N. Lincoln Street
Wilmington, DE 19805-3016

125 Years of Bringing Success to Life

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Executive Director
Paul F. Calistro, Jr.

November 29, 2011

To Whom It May Concern:

I am writing in support for the approval of the Academia Antonia Alonso application. I am a resident of New Castle County and I believe that Academia Antonia Alonso will be an incredible asset to the community and be of great benefit to the children and families the following reasons:

- Academia Antonia Alonso will fill a long-standing need in our community for an alternative to traditional public education by targeting elementary-aged Latino, English Language Learners as its primary student population.
- Academia Antonia Alonso will be the first Expeditionary Learning (EL) school in Delaware, serving students in grades K-5. The EL model organizes student learning around a project-based approach with an emphasis on *learning by doing*.
- The EL model emphasizes student inquiry, critical thinking and craftsmanship. At this school, students will engage in learning expeditions (investigations of academic topics rooted in real life connections and experiences) and demonstrate what they have learned through academic products that they share with outside audiences.
- The EL model creates a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement. Students develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their school career and beyond.

I support the approval of Academia Antonia Alonso to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Paul F. Calistro, Jr.
Executive Director

First & Central
A Congregation of the Presbyterian Church (USA)
1101 North Market Street
Rodney Square
Wilmington, Delaware 19801
302-654-5371
Fax: 302-654-5932
www.fandc.org

Friday, December 02, 2011

To Whom It May Concern,

I am writing to express my support for the approval of the Academia Antonia Alonso application. I am a resident of New Castle County and I believe that Academia Antonia Alonso will be an incredible asset to the community and be of great benefit to the children and families the following reasons:

- Academia Antonia Alonso will fill a long-standing need in our community for an alternative to traditional public education by targeting elementary-aged Latino, English Language Learners as its primary student population.

- Academia Antonia Alonso will be the first Expeditionary Learning (EL) school in Delaware, serving students in grades K-5. The EL model organizes student learning around a project-based approach with an emphasis on learning by doing.

- The EL model emphasizes student inquiry, critical thinking and craftsmanship. At this school students will engage in learning expeditions (investigations of academic topics rooted in real life connections and experiences) and demonstrate what they have learned through academic products that they share with outside audiences.

- The EL model creates a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement. Students develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their school career and beyond.

I support the approval of Academia Antonia Alonso to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Grace and peace,

Douglas D. Gerdts
Pastor/Head of Staff
gerdts@fandc.org

Interfaith Community Housing OF DELAWARE

Rebuilding Communities for Families, One Home at a Time.

613 N. Washington Street
Wilmington, DE 19801
302.652.3991
Fax: 302.652.3945
www.ichde.org

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gpollio@ichde.org

NeighborWorks®
HomeOwnership Center

WILMINGTON:
Telephone: (302) 652-3991
Fax: (302) 652-3945
DOVER:
Telephone: (302) 741-0142
Fax: (302) 741-0143

The Center for School Innovation

November 29, 2011

To Whom It May Concern,

I am writing to express our organization's support for the approval of the Academia Antonia Alonso application. Our organization operates in New Castle County and we believe that Academia Antonia Alonso will be an incredible asset to the community and be of great benefit to the children and families the following reasons:

- Academia Antonia Alonso will fill a long-standing need in our community for an alternative to traditional public education by targeting elementary-aged Latino, English Language Learners as its primary student population.
- Academia Antonia Alonso will be the first Expeditionary Learning (EL) school in Delaware, serving students in grades K-5. The EL model organizes student learning around a project-based approach with an emphasis on *learning by doing*.
- The EL model emphasizes student inquiry, critical thinking and craftsmanship. At this school students will engage in learning expeditions (investigations of academic topics rooted in real life connections and experiences) and demonstrate what they have learned through academic products that they share with outside audiences.
- The EL model creates a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement. Students develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their school career and beyond.

We support the approval of Academia Antonia Alonso to serve students in our community and value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Gary Pollio
Executive Director

NeighborWorks® CHARTERED MEMBER

INNOVATIVE SCHOOLS
The Center for School Innovation

To Whom It May Concern,

I am writing to express my support for the approval of the Academia Antonia Alonso application. I am a resident of New Castle County and I believe that Academia Antonia Alonso will be an incredible asset to the community and be of great benefit to the children and families the following reasons:

- Academia Antonia Alonso will fill a long-standing need in our community for an alternative to traditional public education by targeting elementary-aged Latino, English Language Learners as its primary student population.
- Academia Antonia Alonso will be the first Expeditionary Learning (EL) school in Delaware, serving students in grades K-5. The EL model organizes student learning around a project-based approach with an emphasis on *learning by doing*.
- The EL model emphasizes student inquiry, critical thinking and craftsmanship. At this school students will engage in learning expeditions (investigations of academic topics rooted in real life connections and experiences) and demonstrate what they have learned through academic products that they share with outside audiences.
- The EL model creates a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement. Students develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their school career and beyond.

I support the approval of Academia Antonia Alonso to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Leslie Newman 11/21/11

Signature Date

Leslie Newman

Name (print full name)

Children & Families First

Organization/Affiliation

Email address (optional) Phone number (optional)

Westside Family Healthcare

Administrative Office
300 Water Street
Suite 200
Wilmington, DE 19801
302.656.8292
302.656.8982 fax

www.westsidehealth.org

Bear/New Castle Office
404 Fox Hunt Drive
Fox Run Shopping Center
Bear, DE 19701
302.836.2864
302.918.3219 fax

Dover Office
1020 Forrest Avenue
Dover, DE 19904
302.678.4622
302.678.2292 fax

Newark Office
27 Marrows Road
Newark, DE 19713
302.455.0900
302.738.0176 fax

Northeast Office
908-B East 16th Street
Wilmington, DE 19802
302.575.1414
302.225.4526 fax

Wilmington Office
1802 West 4th Street
Wilmington, DE 19805
302.655.5822
302.225.2724 fax

To Whom It May Concern,

I am writing to express my support for the approval of the Academia Antonia Alonso application. I am a resident of New Castle County and I believe that Academia Antonia Alonso will be an incredible asset to the community and be of great benefit to the children and families the following reasons:

Westside Family Healthcare, Delaware's largest non-profit community health system serving Hispanic communities throughout New Castle County and statewide, is thrilled to submit this letter of support for the approval of the Academia Antonia Alonso application. Westside Family Healthcare provides more than 20,000 Delawareans annually with affordable, quality healthcare, regardless of ability to pay. Westside's patient population consists of more than 50% of patients who are Hispanic and primarily Spanish speaking. Westside Family Healthcare believes that:

- Academia Antonia Alonso will fill a long-standing need in our community for an alternative to traditional public education by targeting elementary-aged Latino, English Language Learners as its primary student population.
- Academia Antonia Alonso will be the first Expeditionary Learning (EL) school in Delaware, serving students in grades K-5. The EL model organizes student learning around a project-based approach with an emphasis on *learning by doing*.
- The EL model emphasizes student inquiry, critical thinking and craftsmanship. At this school students will engage in learning expeditions (investigations of academic topics rooted in real life connections and experiences) and demonstrate what they have learned through academic products that they share with outside audiences.
- The EL model creates a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement. Students develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their school career and beyond.

I support the approval of Academia Antonia Alonso to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

12/6/11

Signature Date

Lolita A. Lopez
Name (print full name)

Westside Family Healthcare / President and CEO
Organization/Affiliation

(302) 656-8292
Email address (optional) Phone number (optional)

We treat you well.

BOYS & GIRLS CLUBS
OF DELAWARE

December 8, 2011

Delaware Department of Education
Charter School Accountability Committee
Dan Cruce, Chair
Federal Building
Dover, DE 19901

Dear Mr. Cruce,

I am writing to express my support for chartering the proposed Academia Antonia Alonso Elementary School targeting Latino English Language Learners enrolled in Grades K-5. Quality public school choices for English Language Learners are extremely limited. Establishing a well grounded foundation during elementary school will positively impact outcomes for high school graduation and college matriculation.

As the President of the Boys & Girls Clubs of Delaware I have the opportunity to see and hear first hand the needs young people across our state face. There are a number of youth that we work with that can benefit from a school of this type.

This proposal provides the opportunity for youth to succeed in an environment that will work for them. It is critical to these young people and our community that we offer a chance for them to grow, learn and advance their education to the fullest potential.

I encourage your thoughtful consideration of chartering the Academia Antonia Alonso to serve Latino students in a culturally competent, experiential learning environment. I value the school's mission and would be thrilled to see a school of choice in our community focused on *effective teaching and learning for all children.*

Sincerely,

George Krupanski
President

669 S. Union St. Wilmington, DE 19805 (302) 658-1870

the YMCA

FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Delaware Department of Education
Charter School Accountability Committee
Dan Cruce, Chair
Federal Building
Dover, DE 19901

December 12, 2011

Dear Mr. Cruce,

I am writing to express my support for chartering the proposed Academia Antonia Alonso Elementary School targeting Latino English Language Learners enrolled in Grades K-. I believe that Academia Antonia Alonso will be an enormous asset to the growing number Latino families with children living in and migrating to New Castle County.

Quality public school choices for English Language Learners are extremely limited. Establishing a well grounded foundation during elementary school will positively impact outcomes for high school graduation and college matriculation.

I encourage your thoughtful consideration of chartering the Academia Antonia Alonso. I value the school's mission and would be thrilled to see a school of choice in our community focused on effective teaching and learning for all children. The YMCA of Delaware is here for youth development, healthy living and social responsibility. This school is in alignment with our causes. We stand ready to support this unique effort.

Sincerely,

Michael P. Graves
President

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YMCA OF DELAWARE
100 W. 10th Street, Suite 1100, Wilmington, DE 19801
P 302-571-6908 F 302-656-5035 www.ymcade.org

Parish of Saint Paul

1010 West 4th Street
Wilmington, DE 09805
(302) 655-6596

December 22, 2011

Delaware Department of Education
Charter School Accountability Committee
Dan Cruce, Chair
Federal Building
Dover, DE 19901

Dear Mr. Cruce,

Please accept this letter of support for chartering the proposed Academia Antonia Alonso Elementary School targeting Latino English Language Learners for Grades K-5. Such a charter school for English Language Learners is greatly needed in our community and I am confident that providing our children with this opportunity will give them a solid foundation and greatly benefit them as they move on to high school and college. As Pastor of St. Paul's Church I know that there are many children in our community that would greatly benefit from such a school.

I humbly ask you to consider chartering the Academia Antonia Alonso Elementary School to serve our Latino students. There would be great interest for such a school in our community and I know the students would benefit greatly and thrive in the experiential learning environment that Academia Antonia Alonso seeks to provide.

Sincerely,

Fr. Todd Carpenter, ofm
Pastor

eliminating racism
empowering women
ywca

YWCA Delaware Inc.

100 W. 10th St., Ste. 515
Wilmington, DE 19801
T: 302-655-0039
www.ywcade.org

Delaware Department of Education
Charter School Accountability Committee
Dan Cruce, Chair
Federal Building
Dover, DE 19901

December 19, 2011

Dear Mr. Cruce,

On behalf of the entire YWCA organization, I am writing to express my support for chartering the proposed Academia Antonia Alonso Elementary School targeting Latino English Language Learners enrolled in Grades K-5. As a nonprofit community organization that serves families in Wilmington, we believe that Academia Antonia Alonso will be an enormous asset to the growing number Latino families with children living in and migrating to New Castle County.

Quality public school choices for English Language Learners are extremely limited. Establishing a well grounded foundation during elementary school will positively impact outcomes for high school graduation and college matriculation.

Academia Antonia Alonso will also fill a long-standing need in our community as the first Expeditionary Learning (EL) school in Delaware with a project-based approach emphasizing *learning by doing*. Students will develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares them for success in their academic and personal lives. The EL model creates a school culture based on learning through inquiry, real life connections, experiences and public demonstration. Strong adult-student relationships and positive character development, with rigorous expectations for behavior and achievement drive outcomes.

As an organization committed to empowering individuals and eliminating cultural and racial bias, we see students excel in settings where cultural identity is valued as an asset and not viewed as a deficit. Parents are also more effectively engaged through project based learning when it is inclusive and demands their involvement.

I encourage your thoughtful review of the charter application for Academia Antonia Alonso, so that Latino students have the opportunity to achieve excellence in a culturally competent, experiential learning environment. We value the school's mission and would be excited to see a school of choice in our community focused on *effective teaching and learning for all children.*

Sincerely,

Genevieve B. Marino
Chief Executive Officer

United Way
United Way of Delaware